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JOB SATISFACTION OF FURTHER EDUCATION COORDINATORS IN ALBERTA

by

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A THESIS

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ABSTRACT

The purpose of this study was to investigate the job satisfaction experienced by the Further Education Coordinators in Alberta. More specifically, the study sought to determine the level of overall job satisfaction, the aspects and facets of the job as contributing to job satisfaction and dissatisfaction, the importance of the job facets to satisfaction, and the relationships among the personal-social, professional, and organizational characteristics of the coordinators with job satisfaction. In addition, the degree of consistency of the study findings with the dual-factor theory of satisfaction developed by Hertzberg was investigated.

Seventy-eight coordinators employed as of November 2, 1982 comprised the study population. Sixty-four useable questionnaires were returned from the 74 questionnaires that were mailed. The sample population, including the pretest participants, consisted of 68 further education coordinators.

Data were collected on the individual characteristics of the respondents, the ratings of overall job satisfaction, the satisfaction associated with and the importance attached to the 32 job facet items, and the aspects of the job identified by the respondents as sources of job satisfaction and dissatisfaction. The data were subjected to appropriate content analysis and statistical analysis procedures.

The findings indicated that coordinators generally experienced moderate overall job satisfaction. The job facets most associated with satisfaction and considered most important to job satisfaction were related to the interaction with the council. The freedom to introduce

new ideas to the council, the relationship with council members, and the willingness of the council to accept coordinator-initiated innovations were indicated as the most satisfying and important facets of the job. Least satisfaction was expressed with the facets of the job that involved salary matters and the accessibility to clerical assistance.

The analysis of variance statistical procedure revealed that coordinators with postsecondary institutions as designated local hosting authorities were more satisfied with the job in all its aspects than were coordinators with school authorities as designated local hosting authorities. It was further indicated that coordinators with a year or less of administrative experience were more satisfied with the working conditions than coordinators with five to seven years of administrative experience. Coordinators with a high level of participation in community organizations (seven or more organizations) were found to be less satisfied than were the other groups with fewer organizational commitments on the nature of the work involved and those activities associated with the designated local hosting authority. The group with the fewest organizational commitments (one to three organizations) was revealed to be significantly less satisfied than the group with a middle range of commitments (four to six organizations) on those activities involved with the designated local hosting authority.

The content analysis of the open-responses identifying the sources of job satisfaction and dissatisfaction indicated that satisfaction was most related to the recognition and responsibility aspects of the job. Dissatisfaction was most attributed to the aspects of the job associated with salary matters, administrative policies and

procedures, and interpersonal relationships. The regrouping of the open-responses as motivator and hygiene variables indicated that the findings were consistent with Hertzberg's dual-factor theory of satisfaction.

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TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION	1
	PURPOSE OF THE STUDY	4
	STATEMENT OF THE PROBLEMS	4
	DEFINITION OF TERMS	7
	LIMITATIONS AND DELIMITATIONS	8
	ASSUMPTIONS	9
II	REVIEW OF LITERATURE	10
	THEORETICAL FRAMEWORKS FOR JOB SATISFACTION	10
	The Subjective Approach	12
	The Intrinsic Approach	14
	The Interactionist Approach	16
	JOB SATISFACTION RESEARCH WITH ADULT EDUCATORS	18
	JOB SATISFACTION RESEARCH IN AREAS OTHER THAN ADULT EDUCATION	20
	Research in Other Occupational Areas	20
	Research in Job Withdrawal	21
	Research on Selected Individual Characteristics and Satisfaction	21
III	RESEARCH METHODOLOGY	25
	THE RESEARCH INSTRUMENT	25
	PILOT TESTING	27
	DATA COLLECTION	28
	The Sample	28
	Procedures	29
	Returns	29

CHAPTER PAGE

IV DATA ANALYSIS 30

SECTION 1 DESCRIPTION OF RESPONDENTS 31

Personal-Social Characteristics 31

Sex 31

Age 32

Other employment 32

Population of community 32

Location by region 32

Professional Characteristics 35

Years of experience as coordinator 35

Years of administrative experience in educational setting 35

Highest level of schooling 35

Professional development/continuing education activities attended 39

Membership and participation in organizations 39

Organizational Characteristics 39

Primary area of work involvement 40

Hours per week paid as coordinator 40

Salary level 40

Type of designated local hosting authority 43

Summary 43

SECTION 2 PROBLEM 1: OVERALL JOB SATISFACTION 45

Sub-Problem 1.1 45

Sub-Problem 1.2 47

Sub-Problem 1.3 53

Summary 57

CHAPTER PAGE

IV SECTION 3 PROBLEM 2: FACET SATISFACTION AND IMPORTANCE 59

Sub-Problem 2.1 59

Sub-Problem 2.2 60

Sub-Problem 2.3 63

Summary 65

SECTION 4 PROBLEM 3: OVERALL JOB SATISFACTION AND COORDINATOR CHARACTERISTICS 66

Sub-Problem 3.1 66

Sex 66

Age 72

Other employment 72

Population of community 72

Location by region 72

Sub-Problem 3.2 72

Coordinator experience 73

Administrative experience 73

Level of schooling 73

Attendance at professional development/continuing education activities 73

Membership and participation in community organizations 73

Sub-Problem 3.3 79

Primary area of involvement; hours per week on administrative activities 79

Primary area of involvement; hours per week on leadership activities 79

Hours per week paid as coordinator 79

CHAPTER PAGE

IV Salary level 79

Type of designated local hosting authority 85

Summary 85

SECTION 5 PROBLEM 4: SATISFACTION AND JOB FACTORS .. 86

Sub-Problem 4.1 86

Factor 1: Liaison with Council 87

Factor 2: Liaison with Further Education Services 87

Factor 3: Working Conditions 87

Factor 4: Recognition 92

Factor 5: Coordinator-Community Work Involvement 92

Factor 6: Work Demands 92

Factor 7: Liaison with Designated Local Hosting Authority 93

Sub-Problem 4.2 93

Summary 95

SECTION 6 PROBLEM 5: SATISFACTION FACTORS AND COORDINATOR CHARACTERISTICS 96

Sub-Problem 5.1 96

Sex 96

Age 98

Other employment 98

Population of community 98

Location by region 98

Sub-Problem 5.2 98

Coordinator experience 99

CHAPTER PAGE

IV Administrative experience in an educational setting 99

Level of schooling 99

Attendance at professional development/continuing education activities 99

Membership and participation in community organizations 102

Sub-Problem 5.3 103

Primary area of involvement; hours per week on administrative activities 103

Primary area of involvement; hours per week on leadership activities 103

Hours per week paid as coordinator 103

Salary level 103

Type of designated local hosting authority 105

Summary 105

V SUMMARY, CONCLUSIONS, AND IMPLICATIONS 108

SUMMARY 108

Purpose 108

Instrumentation 109

Research Methodology 110

Data Analysis 110

Review of Findings 111

Problem 1: Overall Job Satisfaction 111

Sub-Problem 1.1 111

Sub-Problem 1.2 112

Sub-Problem 1.3 112

CHAPTER PAGE

V Problem 2: Facet Satisfaction and Importance 113

Sub-Problem 2.1 113

Sub-Problem 2.2 114

Sub-Problem 2.3 114

Problem 3: Overall Job Satisfaction and Coordinator Characteristics 114

Sub-Problem 3.1 114

Sub-Problem 3.2 115

Sub-Problem 3.3 115

Problem 4: Satisfaction and Job Factors 116

Sub-Problem 4.1 116

Sub-Problem 4.2 116

Problem 5: Satisfaction Factors and Coordinator Characteristics 116

Sub-Problem 5.1 116

Sub-Problem 5.2 117

Sub-Problem 5.3 118

CONCLUSIONS 118

Relevance of the Study Findings to the Literature on Satisfaction 118

Overall Satisfaction 118

Facet Satisfaction and Importance 120

Factor Satisfaction 121

Satisfaction and Coordinator Characteristics 121

Sex 121

Age 121

CHAPTER PAGE

V Other employment 122

Population of community 122

Location by region 122

Coordinator experience 122

Administrative experience 123

Level of schooling 123

Number of professional development/continuing education activities attended 123

Number of community organizations 123

Primary area of involvement 124

Hours per week as coordinator 125

Annual salary 125

Type of designated local hosting authority 125

IMPLICATIONS 126

Implications for Administration 126

Implications for Further Research 129

BIBLIOGRAPHY 130

APPENDIX A. QUESTIONNAIRE 136

APPENDIX B. LETTERS OF TRANSMITTAL 145

LIST OF TABLES

Table	Description	Page
1.	Personal-Social Characteristics of Respondents	33
2.	Professional Characteristics of Respondents	36
3.	Organizational Characteristics of Respondents	41
4.	Percentage Distribution of Responses to Overall Job Satisfaction Items	46
5.	Frequency and Percentage Distribution of Job Aspects Identified as Contributing Most to Job Satisfaction	49
6.	Frequency and Percentage Distribution of Job Aspects Identified as Contributing Most to Job Dissatisfaction	51
7.	Percentage Contribution of Job Aspects Regrouped as Motivator Variables to Overall Job Satisfaction and Dissatisfaction	55
8.	Percentage Contribution of Job Aspects Regrouped as Hygiene Variables to Overall Job Satisfaction and Dissatisfaction	56
9.	Items for Which the Highest Percentage of Satisfaction Were Obtained	61
10.	Items for Which the Highest Percentage of Dissatisfaction Were Obtained	62
11.	Items for Which the Highest Mean Values of Importance Were Obtained	64
12.	Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified on the Basis of Sex ...	67
13.	One-Way Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified According to Age	68
14.	Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified on the Basis of Other Employment Held	69

Table	Description	Page
15.	One-Way Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified According to the Population of the Community	70
16.	One-Way Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified According to the Location of Council by Region	71
17.	One-Way Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified According to Years of Experience as a Coordinator	74
18.	One-Way Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified According to Years of Administrative Experience in Educational Setting	75
19.	One-Way Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified According to Level of Schooling	76
20.	One-Way Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified on the Basis of the Number of Professional Development and Continuing Education Activities Attended	77
21.	One-Way Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified on the Basis of the Number of Organizations with Coordinator Membership and Participation	78
22.	One-Way Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified on the Basis of the Number of Hours Per Week Devoted to Administrative Activities	80
23.	One-Way Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified on the Basis of Number of Hours Per Week Devoted to Leadership Activities	81
24.	One-Way Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified According to Number of Hours Per Week Paid as a Coordinator	82
25.	One-Way Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified on the Basis of Annual Salary	83

Table	Description	Page
26.	Analysis of Variance of Overall Job Satisfaction Among Coordinators Classified According to the Type of Designated Local Hosting Authority	84
27.	Summary of Factors Extracted from Factor Analysis ...	88
28.	Stepwise Multiple Regression Using Seven Predictor Variables with the Criterion Variable Overall Job Satisfaction	94
29.	Analysis of Variance of Satisfaction with Job Factors Among Coordinators Classified by Personal-Social Characteristics	97
30.	Analysis of Variance of Satisfaction with Job Factors Among Coordinators Classified by Professional Characteristics	100
31.	Analysis of Variance of Satisfaction with Job Factors Among Coordinators Classified by Organizational Characteristics	104

CHAPTER I

INTRODUCTION

There has been considerable research done in the area of job satisfaction to determine how workers feel about their jobs. The studies have attempted to correlate job feelings with such criteria as age, sex, education, income, occupation, and level of worker. Some objectives were to examine means by which to increase employee morale and productivity and to reduce turnover and absenteeism. A number of studies have examined the workers' feelings of overall satisfaction and feelings towards specific aspects of their jobs in a variety of work situations and occupations. However, few studies have focused on the job attitudes of adult educators in general or more specifically Further Education Coordinators.

Given the phenomenal growth of adult education as a field of practice, it is surprising that so little attention has been given to adult education research. As Campbell (1977) described, there is no greater issue or topic of debate than that of the paucity of research in the field of adult education. Campbell (1980) made the observation that though the needs and the role of the adult education practitioner are changing, there is but sketchy descriptive data available to assess the future and emerging needs of the adult educator.

The interest and participation of the public in adult education have necessitated change and innovation in the structure and

organization of adult education. The establishment of the Further Education Councils is an illustration of recent developments to the organization of adult education in Alberta. The councils, composed of various public and private institutions and agencies involved in adult education program activities, were created to facilitate the administration and coordination of these activities at the community level. The formation of the councils emerged from provincial government policy designed to "facilitate involvement in further education by adult Albertans, and encourage systematic inter-agency communication, cooperation, and coordination in further education programming" (Further Education Policy, 1981). To assist councils in their work provision is made for the employment of part-time salaried coordinators.

The role of the Further Education Coordinator is to provide leadership and administrative support services on behalf of and for the council. The leadership activities are those that involve inter-agency communication and cooperation in the area of program planning and development, and the identification of social and educational needs of adults in the community. The administrative functions typically include the following activities: bookkeeping, forms completion, and general clerical support. However, in reality, the tasks do not appear to be clearly delineated obscuring the role of the coordinators and the relationship with council members.

As Byrne (1981) observed in an examination of several Public policies relating to the provision of adult education in Alberta, coordinators are often involved in activities normally assumed by local hosting authorities represented on the council. At the same time, Byrne postulated, coordinators contribute a prodigious amount of time to what

is essentially a part-time job and are remunerated far below their worth for the tasks that are performed.

The relationship between pay and job satisfaction has been examined in a number of studies and will be referred to in greater detail in the review of the literature. The adequacy of pay for the coordinators was addressed in a study of the professional development needs of coordinators. Konrad, Elliott, McNeal, and Sonoda (1982) indicated that the coordinators did not feel their pay was adequate for the work that was required. This is consistent with the views brought forward by Byrne (1981).

The Konrad et al. (1982) study also examined the turnover rate of further education coordinators. The relationship between job turnover and job satisfaction will be explored further in the literature review. The study determined that 25 percent of the respondents were employed as coordinators for less than three years, and that women experienced a higher turnover rate than men. It was suggested that the turnover rate was of sufficient significance to warrant special attention.

Whether or not the views or findings of Byrne (1981) and Konrad et al. (1982) are contributing to the job satisfaction of coordinators is, at present, uncertain. However, an examination of the overall job satisfaction and the satisfaction towards specific aspects of the job may foster an increased understanding of the feelings towards the job and the problems encountered in the work situation for the coordinator and other adult educators in similar positions.

PURPOSE OF THE STUDY

The purpose of this study is to explore the job satisfaction of further education coordinators in Alberta. In this regard, the study will examine the overall satisfaction experienced by the coordinators, and the facets of the job with respect to their influence on satisfaction and the attached importance of each to the job as reported by the coordinators. In addition, the study will investigate the relationships among overall job satisfaction, satisfaction with groups of job facets, and the individual characteristics of the coordinators.

STATEMENT OF THE PROBLEMS

Problem 1: Overall Job Satisfaction

Sub-Problem 1.1. To what extent do further education coordinators experience overall job satisfaction?

Sub-Problem 1.2. Which job aspects are selected by coordinators as contributing the most as sources of overall job satisfaction and dissatisfaction?

Sub-Problem 1.3. To what extent are the findings for overall satisfaction and dissatisfaction with the job aspects consistent with the dual-factor theory of satisfaction developed by Hertzberg, Mausner, and Snyderman (1959)?

Problem 2: Facet Satisfaction and Importance

Sub-Problem 2.1. Which job facets are identified by the coordinators as contributing most to the feeling of job satisfaction?

Sub-Problem 2.2. Which job facets are identified by the coordinators as contributing most to the feeling of job dissatisfaction?

Sub-Problem 2.3. Which job facets are identified by the coordinators as being most important to the feeling of job satisfaction?

Problem 3: Overall Job Satisfaction and Coordinator Characteristics

Sub-Problem 3.1. To what extent are differences in the level of overall job satisfaction between sub-groups of respondents associated with the personal-social characteristics: sex, age, other employment, population of community, location by region?

Sub-Problem 3.2. To what extent are differences in the level of overall job satisfaction between sub-groups of respondents associated with the professional characteristics: coordinator experience, administrative experience, level of schooling, attendance at professional development/continuing education activities, membership and participation in community organizations?

Sub-Problem 3.3. To what extent are differences in the level of overall job satisfaction between sub-groups of respondents associated with the organizational characteristics: primary area of involvement, hours per week employed as a coordinator, salary level, type of

designated local hosting authority?

Problem 4: Satisfaction and Job Factors

Sub-Problem 4.1. Which job factors contribute to coordinators' overall job satisfaction?

Sub-Problem 4.2. Which job factors are the best predictors of overall job satisfaction?

Problem 5: Satisfaction Factors and Coordinator Characteristics

Sub-Problem 5.1. To what extent are differences in the level of satisfaction felt by coordinators towards job factors associated with the personal-social characteristics: sex, age, other employment, population of community, location by region?

Sub-Problem 5.2. To what extent are differences in the level of satisfaction felt by coordinators towards job factors associated with the professional characteristics: coordinator experience, administrative experience, level of schooling, attendance at professional development/continuing education activities, membership and participation in community organizations?

Sub-Problem 5.3. To what extent are differences in the level of satisfaction felt by coordinators towards job factors associated with the organizational characteristics: primary area of involvement, hours per week employed as a coordinator, salary level, type of designated local hosting authority?

DEFINITION OF TERMS

For the purposes of this study the definition of terms are as follows:

Job Satisfaction

Job satisfaction is defined as the attitudes or feelings an individual has about his or her work situation. The notion that job satisfaction is a function of the individual's attitudes with aspects of the work situation has been adopted in various research studies. Smith, Kendall, and Hulin (1969:6) defined job satisfaction as "affective responses to the facets of the work situation". Porter and Steers (1973:169) expressed similar views and defined job satisfaction as the "sum total of a person's met expectations to the work situation".

Job Facet Satisfaction

This term refers to the level of contentment felt by the coordinators with the aspects of the job provided on the survey questionnaire.

Job Satisfaction Factors

The job satisfaction factors are groups of weighted satisfaction scores (satisfaction x importance) derived from the factor analysis of the 32 facet items contained in the survey questionnaire.

Adult Educator

An adult educator is defined in the manner as suggested by Charters (1978:6) as "any individual involved at some level in the decision-making process concerning policy and/or the practice of adult education".

Further Education Coordinator

A part-time salaried employee of the designated local hosting authority responsible for the provision of leadership and administrative support services to the further education council.

Further Education Council

This term refers to a community-based organization composed of public and private agencies and institutions responsible for the provision of adult education services. The member agencies and institutions are identified as Local Hosting Authorities. The Designated Local Hosting Authority is a member of the council assigned to provide the administrative and leadership support services for the council.

LIMITATIONS AND DELIMITATIONS

1. This study is subject to the limitations imposed by the instrumentation used. The degree to which the facets of the job indicated in the questionnaire address the totality of the work situation has not been examined previously.

2. This study is limited to the population involved. The generalization of the findings should not be done without caution.

3. The population of coordinators is delimited by virtue of the exclusion of six further education councils from the study. The organization of these councils differ to the extent that coordinators are not employed to perform tasks in a manner of the coordinators in the study population. The differential in tasks was addressed by Konrad et al. (1982) who suggested that much of the decision-making relative to the coordinative functions in the excluded councils occurred through council committees.

ASSUMPTIONS

1. The questionnaire returns were completed by the coordinators to whom they were addressed and were done so in good faith.

2. The valuation of job attitudes, as provided by the respondents, was an accurate reflection of satisfaction to the work situation.

3. The instrumentation, as initially developed by Rice (1978) and modified to suit the study population, was a valid and reliable measure of the satisfaction variables.

CHAPTER II

REVIEW OF LITERATURE

The literature in this review provides a general background to the study. This chapter is organized into three sections. The first section provides theoretical frameworks for the study of job satisfaction. The second section deals with the research related to the job satisfaction of adult educators. The last section examines job satisfaction research in areas other than adult education.

THEORETICAL FRAMEWORKS FOR JOB SATISFACTION

Mumford (1972:4) referred to job satisfaction as a nebulous concept with little consensus on the definition or explanation of the term. An examination of job satisfaction definitions revealed the use of a diversity of terms and approaches to explain the concept. Given this diversity, it appeared necessary to develop a theoretical framework for the review of the job satisfaction literature.

It is not surprising that a variety of methods to classify job satisfaction research have been used. Three distinctive approaches to the construction of theoretical frameworks for this concept were developed by Mumford (1972), Lawler (1973), and Locke (1969). A categorization of job satisfaction research was established by Mumford (1972) on the basis of the variables or factors that influence feelings about

the work situation. Mumford (1972:4) identified the following variables to develop the theoretical frameworks: psychological need, leadership, effort-reward differentiation, management values and practices, and the intrinsic aspects of work. This model, to a large extent, focuses on job satisfaction as an outcome of the job context or the extrinsic aspects of the job.

Lawler and Locke generally view job satisfaction as a person's affective orientations to the work situation. Lawler (1973:65) established four conceptual frameworks for the study of job satisfaction: (1) Fulfillment Approach - researchers view job satisfaction as a function of the measured outcome an individual receives from the work situation; (2) Discrepancy Approach - researchers view job satisfaction as determined by the differential between received outcome and other outcome levels; (3) Equity Approach - researchers view job satisfaction as determined by the relationship between the received outcomes of the job and the effort put into the job; (4) Two-Factor Approach - researchers view job satisfaction as a function of the motivator and hygiene factors of the work situation. The feelings about the motivator facets of the job can result in satisfaction but not dissatisfaction, and the feelings about the hygiene facets of the job can result in dissatisfaction but not satisfaction.

Finally, Locke (1969) addressed the development of theoretical frameworks for job satisfaction due to the lack of theory stating the cause for job attitudes. Though researchers have not clarified the causes of job satisfaction, Locke (1969:309) indicated that the theories of job satisfaction can be categorized on the basis of the

approach to the determinants: (1) The Subjective Approach - that the determinants lie wholly in the worker's mind; (2) The Intrinsic Approach - that the determinants lie wholly in the job itself; (3) The Interactionist Approach - that the determinants lie in the interaction between the worker and the work environment.

Given its scope, this study will examine representative theories of job satisfaction through the categorical framework developed by Locke (1969).

The Subjective Approach

Maslow's (1970) theory of human motivation has been widely researched in its relationship with job satisfaction and has been selected as representative of the subjective approach to the study of job satisfaction. It is indicated in the subjective approach that the determinants of job satisfaction are grounded solely within the individual.

Maslow developed the well-known hierarchy of needs for the treatment of mental disorders. However, as Clay (1977) stated many researchers have adapted the concept of needs satisfaction for application to the work situation.

The basis of Maslow's hierarchy of needs are the five basic need levels (Maslow, 1970). The hierarchical arrangement of the need levels from the lowest to highest are physiological, safety, belongingness, esteem, and self-actualization. According to Maslow (1970), higher level needs emerge and become the strongest motivators of behavior as the lower level needs are respectively satisfied. However, as Lawler (1973) cautioned the order of needs should not be

viewed rigidly as being the same for all individuals.

The application of Maslow's hierarchy of needs to the work situation appears appropriate given the potential for the prediction of outcomes of organizational decisions and policies. As Lawler (1973:29) described organizations should recognize that with the satisfaction of needs through pay increases, job security, promotion, and the like will emerge higher order needs. It is implied in Maslow's theoretical framework that workers may not achieve complete job satisfaction.

Porter (1961) examined the applicability of the needs hierarchy to populations of bottom and middle level managers. He noted a differential in met needs between the two groups and concluded that the hierarchical framework was a viable approach to the study of job satisfaction. Paine, Carroll, and Leete (1966) completed a study of needs satisfaction on field and central office government managers. They reported that field managers experienced greater job satisfaction than the central office managers. The finding resulted from the reduced exposure of the field managers to the bureaucratic structure which Paine et al. contend impose limitations on the satisfaction of the higher order needs. The study results confirmed the acceptability of the hierarchy of needs to measure job satisfaction.

Other studies have failed to validate Maslow's hierarchy of needs as a means to measure job satisfaction. Schneider and Alderfer (1973) conducted three studies of needs satisfaction in organizational settings. They examined the satisfaction of nurses, bank employees, and life insurance employees using in each study population different means of measurement to determine the convergence of results.

The conclusions of the studies did not support Maslow's hierarchy of needs and as Schneider and Alderfer (1973:503) reported, was due to the difficulties in operationalizing the need categories to the organizational setting and the reality that the theoretical framework was not originally intended for application to the organizational setting. Clay (1977) sought to validate Maslow's hierarchy of needs on college instructors. In this study, the hierarchical framework presented poor explanations of the interrelationships between need levels and of the predictability of satisfaction and behavior. Clay (1977:23) recommended that other more valid theoretical frameworks be adopted for the study of satisfaction.

Maslow's (1970) hierarchy of needs has been much replicated as a theoretical framework for research on job satisfaction. While there is some support validating the framework, there is also considerable criticism of its inability to identify valid interrelationships in the work situation. However, the review of the literature indicates that in spite of the limitations the theoretical framework has been useful in satisfaction research and that further efforts be put forth to adapt the needs hierarchy to the work environment.

The Intrinsic Approach

The dual-factor theory of job satisfaction and motivation as developed by Hertzberg, Mausner, and Snyderman (1959) has been selected as a representative theoretical framework for the intrinsic approach to the study of job satisfaction. Locke (1969) claimed that in the intrinsic approach the determinants of satisfaction lie wholly in the

job itself. The dual-factor framework is based on the individuals' affective reactions to the work itself and the environment in which they work.

Hertzberg et al. (1959) examined the work motivations of engineers and accountants through a process of interviews which required the respondents to recall incidents which produced satisfaction and dissatisfaction. They determined that job attitudes were unidimensional and indicated that certain variables (motivators) produced satisfaction but not dissatisfaction, and another set of variables (hygienes) produced job dissatisfaction but not satisfaction. It was additionally found by Hertzberg et al. (1959:59) that the motivators were related to the job content or intrinsic job factors. The intrinsic job factors were identified as recognition, achievement, responsibility, advancement, and the work itself. The hygiene variables, on the other hand, were related to the job context or extrinsic job factors which were described as working conditions, interpersonal relationships, supervision, personal life, salary, organizational policy, and job security.

A considerable number of researchers have examined the validity of the dual-factor theory as a theoretical framework for the study of job satisfaction. The job characteristics of the motivator and hygiene variables were studied by Friedlander (1964). He concluded that there were significant differences between the job characteristics that were related to the satisfier and dissatisfier groups of variables. The results supported Hertzberg's contention with respect to the independence of the motivator and hygiene factors, and the unidimensionality of job attitudes. Similar results emerged from a study done by Centers

and Bugental (1966) in attempting to determine the intrinsic and extrinsic motivators in different occupational groups. Their predictions that higher level occupations would be motivated intrinsically and lower level occupations extrinsically were confirmed.

The major criticisms of the dual-factor theory were outlined by House and Wigdor (1967:371) and were based on the following: (1) The theory is bound by its interview methodology. Ewen (1964) argued that other methods of measurement must be employed to test the theory.; (2) The research upon which the theory is based is insufficiently grounded. House and Wigdor (1967) cautioned that rater interpretation in interviews could lead to the contamination of results. The motivator and hygiene dichotomy was not supported in research studies done by Ewen (1964) and Burke (1966); the latter also indicating the absence of unidimensionality of job attitudes. Ewen (1964) also questioned the narrow range of occupations (engineers and accountants) examined by Hertzberg and associates.; (3) The inconsistencies with evidence derived from previous research. The dual-factor theory supports the notion that productivity is a function of satisfaction which is contrary to the research evidence, according to House and Wigdor (1967).

The Interactionist Approach

According to Locke (1969), the determinants of job satisfaction in the interactionist approach lie in the interaction between the worker and the environment in which he or she works. Locke (1969:319) further proposed "the prediction of job satisfaction necessarily requires an interactive approach . . . because of the nature of man and of the

evaluation process". The key elements appear to be the individual's ability to make value judgements and to establish relationships between what he sees and what he values. Lawler's (1973) model of facet satisfaction will be further examined as an example of the interactionist approach.

Lawler (1973) stated that job satisfaction is a state of equilibrium between what satisfaction an individual feels he should receive and reports that he actually receives. The distinction between facet satisfaction and overall satisfaction was made by Lawler (1973:64) who stated "facet satisfaction refers to worker's affective reactions to particular aspects of the job, while overall satisfaction refers to worker's affective reactions to the total work situation".

In Lawler's (1973) model, there are indicated to be a number of variables that influence the worker's view of what rewards are received and the view of what the reward level should be. The reward level received is affected by the present outcome level, the view of what the "referent others" receive, and the psychological differences between individuals. The view of what the reward level should be is influenced most significantly by the worker's evaluation of the inputs that the worker brings to the job. The inputs were described by Lawler (1973:76) as the "skills, abilities, and training a worker brings to the job and his behavior on the job". In addition, the view of what the reward level should be is influenced by the job expectations. The greater the expectations of the job, the more the worker will expect to receive.

The interactionist approach, as evidenced by Lawler's (1973) model of facet satisfaction, attempts to explain the complex

relationship between the worker and his or her work environment in its influence on job attitudes.

The categories of the theoretical frameworks as developed by Locke (1969) have examined the major approaches to the study of job satisfaction. Most research to date on finding the determinants of satisfaction has concentrated on relating satisfaction to the individual (subjective approach) and to the job (intrinsic approach). That satisfaction is perhaps a function of both the worker and the work environment (interactionist approach) appears to be gaining considerable prominence in its attempts to provide an explanation for the influences and relationship of the individual and job factors to job satisfaction.

JOB SATISFACTION RESEARCH WITH ADULT EDUCATORS

An adult educator was described by Charters (1978:6) as "any individual involved at some level in the decision-making process with respect to the policy and/or the practice of adult education". The description encompasses a broad spectrum of the different types and groups of adult educators but at the same time recognizes the common commitment to the education of adults. According to Charters (1978), all adult educators have similar roles and responsibilities and have, perhaps in varying degree, common characteristics uniquely focusing on their field of endeavor.

A study done by Charters and Hilton (1978) examined through interviews what adult educators report that they do, and what they think and feel about what they do. The subjects were full-time adult

educators primarily involved in program administration in their respective organizations. They represented a variety of institutions and agencies from different levels of government, universities, school boards, industry, and nonprofit service agencies.

The determinants of satisfaction were derived from a single question asking the respondents to describe a typical work day. The findings, as described by Charters and Hilton (1978), indicated that the respondents were generally very enthusiastic about the importance and value of their work and received considerable satisfaction from their sense of mission to adult education. An additional source of satisfaction emerged from the service to the students, though interestingly many respondents did not view the contact with or the service to the students as a source of satisfaction.

Solmon and Tierney (1977) studied the determinants of job satisfaction for 211 college administrators. They specifically examined the job satisfaction that evolved from the relationship between certain aspects of the job and organizational role congruence. Solmon and Tierney (1977:413) referred to role congruence as the administrator's view of the conflict between the organizational reward structure and the behaviors valued in subordinates.

The findings indicated that at least 50 percent of the administrators were "very satisfied" with 13 of the 19 job aspects examined. The job aspects which elicited the greatest degree of satisfaction were responsibility, challenge, variety, and congenial relationships. The administrators were "not satisfied" primarily with those aspects of the job that were seen to be constrained by the lack of time. Greatest dissatisfaction was expressed with the opportunities for leisure time

activities, for family oriented activities, and for the pursuit of scholarly activities.

In terms of valued behaviors and role congruence influencing job satisfaction, the administrators placed greatest value on the interpersonal skills of their subordinates. Interpersonal skills were valued in 12 of the 19 relationships studied. As Solmon and Tierney (1977:424) described "the administrators experienced more satisfaction when their subordinates were encouraged to improve their abilities in dealing with people".

An examination of the literature relevant to the job satisfaction of adult educators suggests a paucity of research particularly on the population of adult educators who are neither employed by a postsecondary institution or as an instructor. As Campbell (1980) described, there is a general lack of information available on the personnel structure and the individual characteristics of adult educators in Canada.

JOB SATISFACTION RESEARCH IN AREAS OTHER THAN ADULT EDUCATION

Research in Other Occupational Areas

The job satisfaction of 74 secondary school administrators was assessed by Schmidt (1976). He concluded that the administrators achieved the most satisfaction from the fulfillment of the needs for recognition, achievement, and advancement. Job dissatisfaction was associated with salary, interpersonal relations, policy and administration, and supervision. Paine, Carroll, and Leete (1966) studied the job satisfaction of field and central office government managers

and administrators. They determined that the field staff experienced more satisfaction than their central office colleagues particularly in the area of the higher order needs of self-esteem, autonomy, and self-actualization.

Research in Job Withdrawal

Various studies have attempted to relate job satisfaction with different forms of job withdrawal. Waters and Roach (1971) examined the relationship between job satisfaction and the permanent (termination) and temporary (absences) forms of job withdrawal. They reported that both forms of withdrawal were related to job satisfaction and that withdrawal behavior was a possible consequence of dissatisfaction. It was additionally indicated that termination behavior was significantly related to the intrinsic facets of the job.

Hulin (1966) studied the job satisfaction of 350 female clerical workers and at intervals of 5 and 12 months after the administration of the questionnaire attempted to relate levels of satisfaction to termination. He reported that at and after the 12 month period there was a significant relationship between the initial satisfaction ratings and turnover. Those who had remained with their employment reported a greater level of satisfaction on the questionnaire than those who had terminated.

Research on Selected Individual Characteristics and Satisfaction

Sex of worker. As Hulin and Smith (1964) suggested, that given the prevailing notion that women are paid less and at a lower job level than men, that women would experience less job satisfaction

than men. They determined in a sample of male and female plant workers that the females expressed less job satisfaction with their jobs than the males. The limitations with respect to promotional opportunities were consistently an area of dissatisfaction. However, the females reported greater satisfaction with their pay than the male workers. Hulin and Smith (1964) made a final point that the removal of the many variables that covary with the sex of the worker (eg. job level, promotional opportunities, pay) would likely result in negligible differences in the reporting of satisfaction between male and female workers.

In 1966, Centers and Bugental researched the job motivators for different segments of the working population. They determined that there were no significant differences between the males and females with respect to the values placed on the intrinsic or extrinsic facets of the job. However, there were differences accountable to the sex of the worker in the social and self-expression factors of the job. The females experienced greater satisfaction than the males with the social factors of the job; that is they placed greater value on the relationships with co-workers. At the same time, the females received less satisfaction than the males on the self-expression dimension of the job. They placed less value than the males on the opportunities to demonstrate innovation, talent, and skill in the job.

Pay of worker. Early research has demonstrated that job factors other than pay have an important role in the job attitudes of workers. Yet as Opsahl and Dunnette (1974) described, there continues to be considerable significance placed on pay as a means of rewarding and

modifying job attitudes.

Hertzberg et al. (1959) in their conceptualization of the dual-factor theory of satisfaction described pay as an extrinsic job factor. They asserted in their position with respect to the unidirectionality of job attitudes that pay could result in job dissatisfaction but would not contribute to job satisfaction. Ewen, Hulin, Smith, and Locke (1966) examined the influence of pay on job attitudes in the context of testing the dual-factor theory. They concluded that pay does not increase the satisfaction of workers who experience low satisfaction with the intrinsic job factors but it does increase worker satisfaction for those who expressed satisfaction with the intrinsic job factors. Pay is seen as a useful motivator for those who are already satisfied with their jobs.

Opsahl and Dunnette (1974) suggested that the manner of administration of financial remuneration is likely to have a significant effect on job attitudes. They felt that the pay range, the secrecy in salary matters, how pay is determined, and the worker's pay history contribute to the attitudes toward one's pay.

Age of worker. The age of the worker is generally viewed as being positively related to job satisfaction. The relationship was implied by Porter and Steers (1973) who suggested that age was inversely associated with job turnover. Turnover, in this case, had been established as positively related to dissatisfaction. The relationship of age and satisfaction was determined in a study done by Solmon and Tierney (1977). In an examination of the determinants of satisfaction for college administrators, they found that age was positively related

to several facets of the job. The age of the administrator was a factor in the expression of satisfaction to aspects of the job as power, influence, and leisure time. In addition, both studies implied that age and length of service were closely associated and would provide similar predictions of job satisfaction.

The review of the literature reveals that the concept of job satisfaction has been the subject of considerable research. Though this has increased the understanding of the concept, it has also brought to light its complexities. Job satisfaction must be considered as Locke (1969) described, as the complex and dynamic interrelationship between the individual's emotions and values and the environment.

CHAPTER III

RESEARCH METHODOLOGY

This chapter will examine the research methodology employed in the study. The three sections will respectively report on the research instrument, pilot testing, and data collection.

THE RESEARCH INSTRUMENT

The questionnaire format was used in this study for the collection of data relevant to the job satisfaction of the further education coordinators. The approach was adopted to facilitate data collection from a geographically dispersed population within the context of the cost and time considerations. Anonymity was a factor in the decision and as Moser (1958:177) described "people completing questionnaires may respond to personal and perhaps embarrassing questions more willingly and accurately than if faced with an unknown interviewer". Finally, it was felt that the questionnaire format would allow the respondents to provide considered as opposed to immediate responses.

The questionnaire, Sources of Job Satisfaction for Further Education Coordinators, was adapted from instrumentation developed by Holdaway (1978) and Rice (1978) who respectively studied the satisfaction of teachers and school principals. Holdaway (1978) examined 59 job facet items and categorized them according to the working conditions, teaching-related matters, student-related matters, and

occupation-related matters. One item was included to measure overall job satisfaction. Rice (1978) categorized 45 job facet items into working conditions, personnel-related matters, school-related matters, district-related matters, and occupation-related matters. Overall satisfaction was measured from responses to four items.

The following describes the sections included in the questionnaire. Section A provided data on the individual characteristics of the further education coordinators and was adapted from Rice's (1978) study. One item on the administrative and leadership activities of the coordinators was adapted from Onuoha's (1980) study of the satisfaction of educators in Rehabilitation Medicine. The Konrad et al. (1982) study provided considerable assistance in the development of items specific to the study population. Items in this section were categorized to reflect the personal-social, professional, and organizational characteristics of the coordinators. Section B provided the measures of overall satisfaction and was adapted from Rice's (1978) study. Overall satisfaction was assessed with four items which measured attitudes to the effectiveness of the council, to the fulfillment of the higher and lower order needs, and to the job in every aspect. In the initial questionnaire, the rating scale included six response alternatives: 1 - highly dissatisfied, 2 - moderately dissatisfied, 3 - slightly dissatisfied, 4 - slightly satisfied, 5 - moderately satisfied, 6 - highly satisfied. Section C: Working Conditions, Section D: Council-Related Matters, Section E: Further Education Services-Related Matters, and Section F: Occupation-Related Matters respectively categorized the 32 job facet items. These sections provided for the measurement of satisfaction to the job facet items and the importance rating of each job facet to job

satisfaction. In the initial questionnaire, satisfaction was scaled from 1 - highly dissatisfied to 6 - highly satisfied and the importance of the job facet scaled from 1 - not important to 6 - extremely important. The importance scale was adapted from Onuoha's (1980) study. The last section, Section G: Sources of Job Attitudes, was adapted from Rice's (1978) study. The open-response format provided the freedom to the respondents to select, on their own, factors which they felt contributed to job satisfaction and dissatisfaction.

PILOT TESTING

The questionnaire was pretested by four coordinators under the conditions of the proposed approach to the administration of the instrument. In addition, two graduate students and a former manager with Alberta Advanced Education and Manpower who had background knowledge of the role of the coordinators provided a critical analysis of the instrument. The individuals involved in the pretesting were asked to evaluate and comment on the content and format of the questionnaire, the adequacy and appropriateness of the items and response categories, and the clarity of the questions.

The comments resulted in the implementation of various changes to the questionnaire. Clarity was addressed in the amendments to the wording of 15 items. The word "please" was inserted in the comment sections. The response categories for the question on age were changed to reflect equal intervals in each category. Under Section B, the response category of "no opinion" was inserted into the rating scale and assigned the rating value of 0. It was felt that "no opinion" was

necessary to facilitate the possibility of neutral responses. A similar rationale was used to insert the "no opinion" response category to the satisfaction and importance rating scales in Sections C, D, E, and F of the questionnaire. As previous, the "no opinion" response category was assigned the rating value of 0. Finally, in the importance scale the response category "quite important" was deleted. It was felt this was an unnecessary interval between the "moderately important" and "very important" response categories. This required amendments to rating values of the "very important" and "extremely important" response categories to 4 and 5 respectively.

DATA COLLECTION

The Sample

The names of coordinators for this study were derived from a master list of council staff updated to November 2, 1982. The listing for the 83 councils was provided by Further Education Services, Alberta Advanced Education and Manpower. Six councils were excluded from the study who, it was determined, either did not employ coordinators or employ coordinators on the usual part-time basis. In addition, the four coordinators who had participated in the pilot testing were not readministered the questionnaire. A total of 74 coordinators representing 73 councils were sent questionnaires.

Procedures

Approval for the distribution of the questionnaires was obtained from Further Education Services. On November 8, 1982 the questionnaires with stamped, self-addressed envilopes were distributed. The cover letter indicated a cutoff date of November 29, 1982 and the assurance of anonymity to the coding procedure used in the study to monitor returns. Follow-up procedures were initiated on November 29, 1982 with the re-distribution of questionnaires and stamped, self-addressed envelopes to non-respondents. A cutoff date of December 14, 1982 was indicated in the cover letter. Appendix A contains the questionnaire used in the study and Appendix B the letters of transmittal.

Returns

Sixty-five returns had been received by December 21, 1982 providing a return rate of 87.8 percent. However, one questionnaire was returned unanswered with an explanation that a coordinator, as such, was not employed in that jurisdiction. This provided 64 useable returns for the study. In addition, it was decided that the four questionnaires completed in the pre-test phase of the study would be included in the sample providing 68 useable returns. It was felt that this would be acceptable since no items were added or deleted nor any major changes implemented.

CHAPTER IV

DATA ANALYSIS

The purpose of this chapter is to report the characteristics of the sample population of coordinators and the results of the data analysis procedures used in conjunction with the problem statements presented in Chapter I. The first section provides a description of the respondents on the basis of the personal-social characteristics, professional characteristics, and organizational characteristics.

The second section addresses problem statement 1 and provides the statistical analysis related to the extent of overall job satisfaction experienced by the coordinators. In addition, this section reports on the job aspects personally identified by the coordinators as contributing most to overall job satisfaction and dissatisfaction and on relationship of the grouped data to the dual-factor theory developed by Hertzberg et al. (1959).

The next section focuses on problem statement 2. The job facets identified by the coordinators as contributing most to job satisfaction and dissatisfaction are examined. As well, the analysis of data concerned with the importance of facet items to job satisfaction are reported.

Problem statement 3 is dealt with in the fourth section. The purpose of this section is to report the differences between groups to the level of overall job satisfaction experienced. The investigation

will examine the differences between groups classified according to the personal-social characteristics, professional characteristics, and organizational characteristics of the coordinators.

The fifth section addresses problem statement 4 and reports on the seven job factors extracted from the factor analysis of the 32 weighted job facet items. The contribution of the respective job factors to feelings of overall satisfaction is examined. In addition, the relative strengths of the job factors to predict overall satisfaction is investigated.

The last section reports on the investigation of problem statement 5. The degree to which the level of coordinator satisfaction with the job factors is related to differences between groups classified according to the personal-social, professional, and organizational characteristics is reported.

SECTION 1

DESCRIPTION OF RESPONDENTS

The first section of this chapter provides a description of the 68 respondents upon which this study is based. The sample population is described according to the personal-social, professional, and organizational characteristics.

Personal-Social Characteristics

The frequency and percentage distributions relevant to the personal-social variables of the respondents are shown in Table 1.

Sex. Almost 9 out of every 10 respondents were female.

Females accounted for 88.2 percent of the sample population compared to 10.3 percent for males.

Age. Fifty-three percent of the respondents were 35 years of age and younger, 29.4 percent were aged 36 to 45, and 16.2 percent were 46 years of age and older.

Other employment. Approximately 40 percent of the sample population was employed in other areas while serving in their capacity as coordinators. There were 58.8 percent of the respondents who indicated sole employment as coordinators.

Population of community. Over two-thirds of the respondents were coordinators from communities with populations of 10,000 or less. There were 42.6 percent from communities of 5,000 or less and 26.5 percent from communities with populations from 5,001 to 10,000. Approximately 13 percent of the sample population came from communities with 10,001 to 15,000 people and 16.2 percent from communities with populations of 15,001 and greater.

The population data does not address the delimitation to the study with respect to the exclusion of six councils from the study. To a large extent the excluded councils represented communities with populations of 20,001 or greater.

Location by region. All regions of the province, as designated for regional meetings of the councils, were represented by the respondents. An examination of the data reveals that 14.7 percent of the

Table 1

PERSONAL-SOCIAL CHARACTERISTICS OF RESPONDENTS
(n = 68)

CHARACTERISTICS	FREQUENCY	PERCENTAGE
Sex		
Female	60	88.2
Male	7	10.3
No response to item	1	1.5
Age		
25 or less	4	5.9
26 - 35	32	47.1
36 - 45	20	29.4
46 - 55	10	14.7
56 or older	1	1.5
No response to item	1	1.5
Other employment		
Yes	27	39.7
No	40	58.8
No response to item	1	1.5

Table 1 (Continued)

CHARACTERISTICS	FREQUENCY	PERCENTAGE
Population of community		
5,000 or less	29	42.6
5,001 - 10,000	18	26.5
10,001 - 15,000	9	13.2
15,001 - 20,000	6	8.8
20,001 or more	5	7.4
No response to item	1	1.5
Location by region		
Northwest	10	14.7
Northeast	15	22.1
Yellowhead	12	17.6
Central	12	17.6
South	17	25.0
No response to item	2	2.9

respondents were from the northwest region, 22.1 percent the northeast region, 17.6 percent from each of the yellowhead and central regions, and a quarter of the respondents from the south region.

Professional Characteristics

Table 2 provides the frequency and percentage distributions of the items related to the professional characteristics of the respondents.

Years of experience as coordinator. Over two-thirds of the respondents stated that they had been employed as coordinators for less than four years. There were 36.8 percent who had one year or less experience as a coordinator and 30.9 percent with more than one year but less than four years experience. Twenty-eight percent of the respondents had indicated more than three years of experience as a coordinator.

Years of administrative experience in educational setting. A majority, 63.3 percent, of the respondents indicated fewer than five years of administrative experience in an educational setting. Approximately 31 percent of the sample population had a year or less of administrative experience. In addition, over a third of the respondents, 35.4 percent, indicated five or more years of administrative experience in an educational setting.

Highest level of schooling. Approximately 29 percent of the respondents completed high school or attended a high school program. Almost nine percent completed technical or vocational training programs. However, a majority, 60.3 percent, within the sample

Table 2

PROFESSIONAL CHARACTERISTICS OF RESPONDENTS
(n = 68)

CHARACTERISTICS	FREQUENCY	PERCENTAGE
Years of experience as coordinator		
1 or less	25	36.8
2 - 3	21	30.9
4 - 5	11	16.2
6 or more	8	11.8
No response to item	3	4.4
Years of administrative experience in educational setting		
1 or less	21	30.9
2 - 4	22	32.4
5 - 7	15	22.1
8 - 10	4	5.9
11 or more	5	7.4
No response to item	1	1.5

Table 2 (Continued)

CHARACTERISTICS	FREQUENCY	PERCENTAGE
Highest level of schooling		
Some high school	4	5.9
High school completed	16	23.5
Technical-vocational training	6	8.8
Some university	21	30.9
University degree	17	25.0
Graduate degree	3	4.4
No response to item	1	1.5
Number of professional development/ continuing education activities attended		
0	5	7.4
1	11	16.2
2	21	30.9
3	15	22.1
4 or more	16	23.5
No response to item	0	0

Table 2 (Continued)

CHARACTERISTICS	FREQUENCY	PERCENTAGE
Number of organizations with coordinator membership and participation		
0	0	0
1 - 3	40	58.8
4 - 6	21	30.9
7 - 9	5	7.4
10 or more	1	1.5
No response to item	1	1.5

population have attended university courses. Approximately half of this group or 29.4 percent of the total number of respondents have fulfilled degree requirements either at the undergraduate or graduate level.

Professional development/continuing education activities attended. The interest in the development of personal and professional skills was measured through the attendance at professional development/ continuing education activities over the period of the past year. The largest number of respondents or 30.9 percent were in attendance at two activities over the year. Approximately seven percent of the respondents had not attended any activities. The remainder indicated their attendance over the year as one activity, 16.2 percent; three activities, 22.1 percent; and four or more activities, 23.5 percent.

Membership and participation in organizations. Involvement in community affairs was measured through the membership and participation in various community organizations. All respondents belonged to and actively participated in at least one community organization with the majority, 58.8 percent, being involved with one to three organizations. Almost 31 percent of respondents had active involvement with four to six organizations and 8.9 percent with seven or more organizations.

Organizational Characteristics

The frequency and percentage distribution data for the items describing the organizational characteristics of the respondents are reported in Table 3.

Primary area of work involvement. The focus of the work activities for the respondents was examined through the number of hours per week devoted to the administrative and leadership functions of their jobs. The respondents indicated the degree of activity in the respective job functions according to the rating categories of nil hours per week, 1 to 5, 6 to 10, 11 to 15, 16 to 20, and 21 or more hours per week.

Over 70 percent of the respondents stated 10 or fewer hours per week as being devoted to the administrative aspects of the job. Approximately 15 percent of the respondents spent 11 to 15 hours per week on administration and the remainder, 11.7 percent, 16 or more hours per week.

On the leadership dimension, 41.2 percent of the respondents spent 10 or fewer hours per week performing the related tasks. Over half, 57.4 percent, devoted 11 or more hours per week on the leadership component of the position.

Hours per week paid as coordinator. The formalized time commitments to the job were measured through the determination of the hours per week for which the respondents received payment. Twenty-four respondents, 35.2 percent, were paid to work 15 or fewer hours per week. A majority, 63.2 percent, of the respondents received payment for 16 or more hours per week on the job. Thus most respondents were retained for two or more days per week to fulfill the responsibilities of the position.

Salary level. A large majority, 89.7 percent, of the respondents received an annual salary of $10,000 or less. The remainder, 8.7

Table 3

ORGANIZATIONAL CHARACTERISTICS OF RESPONDENTS
(n = 68)

CHARACTERISTICS	FREQUENCY	PERCENTAGE
Primary area of work involvement		
Hours per week for administrative activities		
Nil	1	1.5
1 - 5	18	26.5
6 - 10	29	42.6
11 - 15	10	14.7
16 - 20	6	8.8
21 or more	2	2.9
No response to item	2	2.9
Hours per week for leadership activities		
Nil	0	0
1 - 5	11	16.2
6 - 10	17	25.0
11 - 15	20	29.4
16 - 20	14	20.6
21 or more	5	7.4
No response to item	1	1.5

Table 3 (Continued)

CHARACTERISTICS	FREQUENCY	PERCENTAGE
Total hours per week paid as coordinator		
5 or less	2	2.9
6 - 10	9	13.2
11 - 15	13	19.1
16 - 20	26	38.2
21 or more	17	25.0
No response to item	1	1.5
Salary level		
$5,000 or less	15	22.1
$5,001 - $10,000	46	67.6
$10,001 - $15,000	2	2.9
$15,001 - $20,000	2	2.9
$20,001 or more	2	2.9
No response to item	1	1.5
Type of designated local hosting authority		
School authority	53	77.9
Postsecondary institution	12	17.6
Other	2	2.9
No response to item	1	1.5

percent, was compensated $10,001 or more per annum.

Type of designated local hosting authority. Almost 78 percent of the respondents indicated their designated local hosting authority to be a school authority. Postsecondary institutions comprised the other major group and were identified as designated local hosting authorities by 17.6 percent of the respondents.

Summary

The first section of this chapter on the analysis of data provided a description of the respondents according to their personal-social, professional, and organizational characteristics. The data will be used for further study of the job satisfaction of coordinators.

To summarize, it was revealed in the personal-social dimension that a large majority of respondents were female and slightly over half were 35 years of age or less. Approximately 6 out of 10 did not have other employment and close to 70 percent of the respondents resided in communities with populations of 10,000 or less. Respondents emerged from all regions of the province with the south region having the largest representation, 25 percent, and the northwest region the smallest with 14.7 percent of the total number of respondents.

The professional characteristics of the respondents were examined through their experience as coordinators, administrative experience in educational settings, level of schooling, attendance at professional development/continuing education activities, and participation in community organizations. Over a third have had a year or less experience as a coordinator and almost two-thirds of the respondents had less than

five years administrative experience in educational environments. On the level of schooling, the majority, 60.3 percent, stated that they had attended university with about half of this group completing undergraduate or graduate degree requirements. Over three-quarters of the respondents attended two or more professional development/continuing education activities in the previous year. Approximately 90 percent indicated their membership and participation in six or fewer community organizations, in examining the community involvement variable.

Four variables were used in this study to assess the organizational characteristics of the respondents: primary area of work involvement, hours per week paid as a coordinator, salary level, and type of designated local hosting authority. On the primary area of work involvement, a large majority, over 70 percent, devoted 10 or fewer hours per week to the administrative functions of the job. At the same time, over half, 57.4 percent, of the respondents indicated they spent 11 or more hours per week on leadership activities. It appears that the leadership aspects of the position are viewed as the primary area of work involvement. Almost two-thirds, 63.2 percent, were paid for two or more days per week as a coordinator and a vast majority, almost 90 percent, received an annual salary of $10,000 or less. School authorities were identified by most respondents, 77.9 percent, as their designated local hosting authority.

SECTION 2

PROBLEM 1: OVERALL JOB SATISFACTION

Section 2 reports on the analysis of two criteria employed to assess overall job satisfaction. First, it examines the degree to which the respondents indicated feelings of overall job satisfaction through four items in Section B of the questionnaire; and second, the job aspects personally identified by the respondents as contributing to overall satisfaction and dissatisfaction. In addition, the job aspects regrouped as motivator and hygiene variables are to be assessed in their consistency with the dual dimensions of job satisfaction as proposed by Hertzberg et al. (1959).

Sub-Problem 1.1

"To what extent do further education coordinators experience overall job satisfaction?"

Section B of the questionnaire provided measures of overall job satisfaction through the rating of four items. The response categories for the four items are collapsed into two categories denoting overall satisfaction and dissatisfaction respectively. Rice (1978) followed this procedure on the premise that the results would not significantly impair the reliability or validity of the items. The response categories: slightly, moderately, and highly satisfied with rating values of four, five, and six respectively are collapsed to form the satisfaction category. Table 4 contains the percentages of respondents who rated their overall satisfaction and the mean values for each

Table 4

PERCENTAGE DISTRIBUTION OF RESPONSES TO OVERALL JOB SATISFACTION ITEMS
(n = 68)

OVERALL JOB SATISFACTION	PERCENTAGE OF RESPONSES							PERCENTAGE SATISFIED	MEANS
	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	No Opinion		
Social relationships	42.6	39.7	7.4	4.4	1.5	0.0	4.4	89.7	5.15
Effectiveness of council	30.9	54.4	11.8	2.9	0.0	0.0	0.0	97.1	5.13
Use of abilities	41.2	30.9	17.6	4.4	2.9	0.0	2.9	89.7	5.02
Overall satisfaction	27.9	48.5	13.2	4.4	2.9	1.5	1.5	89.6	4.89

of the four items.

On three of the four items the percentage of respondents indicating satisfaction was approximately 90 percent in each case. The percentage exceeded 90 percent with the item addressing the effectiveness of the council in meeting the adult education needs in the community. The mean values of three of the items exceeded 5.0 providing an approximate level of moderate satisfaction in relation to the response categories. On the basis of the means, greatest satisfaction was derived from the social relationships in the work. The item assessing overall satisfaction was revealed to have the lowest mean value providing an approximate level of slight satisfaction. Overall, the respondents indicated to be moderately satisfied with the job in all its aspects.

Sub-Problem 1.2

"Which job aspects are selected by coordinators as contributing the most as sources of overall job satisfaction and dissatisfaction?"

Section G of the questionnaire, through the open-ended format, provided the respondents the opportunity to identify two job aspects which contributed to overall job satisfaction and two job aspects which contributed to overall job dissatisfaction.

Responses in the two categories, satisfaction and dissatisfaction, were grouped according to common themes in the feelings to various aspects of the job. Frequency of mention was employed to tabulate the responses into distinguishable job aspects. The aspects of the job identified by the respondents as contributing most to job

satisfaction are included in Table 5 and those contributing most to job dissatisfaction in Table 6.

As shown in Table 5, the respondents identified 17 aspects of the job which contributed to the feeling of overall job satisfaction. The most frequently mentioned job aspect was the "freedom associated with the job" which accounted for 24.24 percent of the total responses. The comments reflected on the satisfaction derived from the flexibility in the determination of working hours and the autonomy provided the respondent. One coordinator stated:

> I work out of my home which is ideal when there are young children involved and my hours are my own. I like the flexibility and feel I am responsible enough to ensure that the job is done.

The next job aspect viewed as contributing most to job satisfaction was the "contact with people". This job aspect was indicated in 18.94 percent of the responses. The relationships with people as a source of satisfaction were described by a coordinator:

> I enjoy knowing and meeting people in the community and finding their talents that they could possibly share.

The third most frequently mentioned job aspect identified as a source of job satisfaction was the "sense of involvement and contribution" derived from the position. It was indicated in approximately 18 percent of the total responses. A coordinator described:

> I enjoy working with adults to bring them new learning situations and to help them expand their knowledge in many different ways.

The three job aspects described above as contributing to overall job satisfaction represent approximately 18 percent of the 17 job aspects identified by the respondents but over 61 percent of the total number of responses. It would appear that the self-determination in the hours of work, the people contact, and the personal satisfaction

Table 5

FREQUENCY AND PERCENTAGE DISTRIBUTION OF JOB ASPECTS IDENTIFIED AS CONTRIBUTING MOST TO JOB SATISFACTION (n = 132)*

JOB ASPECTS	FREQUENCY	PERCENTAGE
Freedom associated with job	32	24.24
Contact with people	25	18.94
Sense of involvement and contribution	24	18.18
Variety in the job	9	6.82
Working to help the community	9	6.82
Support of council	7	5.30
Availability of supervisory assistance	5	3.79
Responsibility given the coordinator	5	3.79
Making use of my abilities	4	3.03
Excitement of the field of adult education	3	2.27
Salary	3	2.27
Administration of salary	1	0.76
Ease of doing the job	1	0.76
Personal growth	1	0.76
Rapport between hosting council and agencies	1	0.76
Successful completion of courses	1	0.76
Support from predecessor	1	0.76
Totals	132	100.00

* total number of responses

derived from providing the services are contributing most as sources of overall job satisfaction.

The frequency and percentage distribution of the job aspects seen as contributing most as sources of job dissatisfaction are included in Table 6. There were 20 aspects of the coordinators' job that were identified as sources of job dissatisfaction which were several more than the number of job aspects viewed as contributing to job satisfaction. Four respondents indicated that they could not identify any aspects of the job which contributed to job dissatisfaction. They reported satisfaction with the job in all its aspects. "Inadequate salary" was the most frequently mentioned job aspect contributing most to dissatisfaction and accounted for 15.18 percent of the total number of responses. A coordinator stated:

> I do not like to ask my council to increase my pay although I feel I deserve it. Its hard to ask volunteers for a salary even though the hours involved are longer than any full-time job I've had.

The "lack of council support" and "problems in the administration of finances" were the next most frequently referred to job aspects leading to job dissatisfaction. The two job aspects were mentioned equally as job dissatisfiers and in each case represented almost 13 percent of the responses. The further education council, through its member organizations, is viewed as an important element in the provision of coordinated adult education programming in the community. The commitment to this end by the councils was questioned by a number of respondents and consequently viewed as a source of dissatisfaction. The feeling resulted from as one coordinator described:

> The lack of willingness of organizations to offer programs.

Table 6

FREQUENCY AND PERCENTAGE DISTRIBUTION OF JOB ASPECTS IDENTIFIED AS CONTRIBUTING MOST TO JOB DISSATISFACTION (n = 112)*

JOB ASPECTS	FREQUENCY	PERCENTAGE
Inadequate salary	17	15.18
Lack of council support	14	12.50
Problems in the administration of finances	14	12.50
Effect of job on personal and family life	10	8.93
Amount of time spent on job	8	7.14
Attitudes of community	8	7.14
Lack of workshops for coordinators	7	6.25
Lack of access to course facilities	5	4.46
Lack of clarity as to role of coordinator	5	4.46
Lack of coordinator orientation	4	3.57
Relationship with designated hosting authority	4	3.57
Lack of recognition for coordinator efforts	3	2.68
Relationship with Further Education Services	3	2.68
Boredom in the job	2	1.79
Inadequacies in skills to do the job	2	1.79
Lack of office facilities	2	1.79
Administrative focus; not getting at community problems	1	0.89
No opportunities for distance learning	1	0.89
Isolation of community; can't hire instructors	1	0.89
Instructors overly-dependent on coordinator	1	0.89
Totals	112	100.00

* total number of responses

Related to this concern was the overall view of the respective roles of the coordinator and the members of the council in regards to programming. A coordinator expressed dissatisfaction with:

> The willingness of some council members to have me do all of their programming for them.

The "problems in the administration of finances" emerged as a source of dissatisfaction from the difficulties encountered at the different stages of the administrative process. Policies with respect to the specific pre-determined allocation of funds and procedures on how financial resourses are to be allocated were the main areas of concern. On policy, a coordinator stated:

> I feel I am restrained by our limited budget and would like to see our grant monies lumped as I can apply it to the areas I feel it is needed the most.

One coordinator commented as follows on the administrative procedures as a source of dissatisfaction:

> The administrative procedures demanded by both Further Education Services and the local council are not streamlined.

The "effect of the job on personal and family life" was the fourth most frequently reported job aspect which contributed most as a source of job dissatisfaction. Approximately nine percent of the responses provided an indication of the intrusion of the job into personal and family life. The evening and week-end work were cited as the main concerns and as one coordinator described:

> I have to be available to the public at all times during the week. I resent people who phone my home on special holidays and Sundays.

Though the responses identifying the job aspects as resulting in dissatisfaction were spread more evenly through a greater number of job aspects than the category of satisfaction, it would appear that the inadequate salary, the lack of council participation, the problems

associated with the administration of the financial resources, and the effect of the job on personal and family life are contributing most to overall job dissatisfaction.

Sub-Problem 1.3

"To what extent are the findings for overall satisfaction and dissatisfaction with the job aspects consistent with the dual-factor theory of satisfaction developed by Hertzberg, Mausner, and Synderman (1959)?"

An additional analysis of the data which emerged from the content analysis of Section G of the questionnaire was undertaken to determine the degree to which these findings are consistent with the theoretical framework devised by Hertzberg and associates (1959). The dual-factor theory (Hertzberg et al. 1959) was based principally on the premise that job attitudes could be categorized according to a motivator/hygiene dichotomy. Hertzberg et al. (1959:44) determined that the motivator variables: achievement, recognition, work itself, advancement, and responsibility could result in job satisfaction but not dissatisfaction. They also found that the hygiene variables: salary, supervision, interpersonal relations, physical working conditions, policies and administrative practices, possibility of growth, status, personal life, and job security could produce job dissatisfaction but not satisfaction.

To facilitate analysis, the job aspects personally identified by the respondents as contributing to job satisfaction and dissatisfaction were regrouped as motivator and hygiene variables as described

by Hertzberg. There were, however, no job aspects identified by the respondents that could be placed with the advancement, status, and job security variables and were consequently not used in this study.

The statistical analysis employed to determine the relationship of the study findings with the dual-factor theory involved the comparison of the percentage contributions of the job aspects to overall satisfaction and dissatisfaction regrouped as motivator and hygiene variables. This approach was used, as well, by Armann (1981) who examined the job satisfaction of Directors of Nursing. The contribution of the job aspects regrouped as motivator variables to overall satisfaction and dissatisfaction are reported in Table 7. As motivator variables, these job aspects accounted for more than 85 percent of the job satisfaction reported and approximately 21 percent of the job dissatisfaction. The motivator variables were identified by the respondents as sources of satisfaction over four times more often than as sources of dissatisfaction. The regrouping of the job aspects as hygiene variables and the percentage contribution of the job aspects to satisfaction and dissatisfaction are shown in Table 8. The data indicates that the respondents identified the hygiene variables as sources of dissatisfaction more than five times more often than as sources of satisfaction. The job aspects as hygiene variables provided for 79.46 percent of the dissatisfaction and 14.40 percent of the satisfaction reported.

It was also observed that in relationship with the motivator and hygiene variables the respondents experienced greatest satisfaction with the recognition and the responsibilities associated with the job. The two variables respectively accounted for 37.12 and 28.03 percent of the

Table 7

PERCENTAGE CONTRIBUTION OF JOB ASPECTS REGROUPED AS MOTIVATOR VARIABLES TO OVERALL JOB SATISFACTION AND DISSATISFACTION

MOTIVATOR VARIABLES	PERCENTAGE AS SATISFIER	PERCENTAGE AS DISSATISFIER
Achievement		
Successful completion of courses	0.76	
Ease of doing the job	0.76	
Recognition		
Sense of involvement and contribution	18.18	
Contact with people	18.94	
Lack of recognition for efforts		2.68
Access to course facilities		4.46
Work Itself		
Variety in the job	6.82	
Help the community	6.82	
Excitement in adult education	2.27	
Community attitudes		7.14
Community isolation; can't hire instructors		0.89
Boredom in the job		1.79
Overly-dependent instructors		0.89
Technology lacking for distance education		0.89
Skill inadequacies		1.79
Making use of my abilities	3.03	
Responsibility		
Freedom in the job	24.24	
Responsibility given the coordinator	3.79	
Totals	85.61	20.53

Table 8

PERCENTAGE CONTRIBUTION OF JOB ASPECTS REGROUPED AS HYGIENE VARIABLES TO OVERALL JOB SATISFACTION AND DISSATISFACTION

HYGIENE VARIABLES	PERCENTAGE AS SATISFIER	PERCENTAGE AS DISSATISFIER
Salary		
Inadequate salary		15.18
Adequate compensation	2.27	
Supervision		
Relationship with designated hosting authority		3.57
Relationship with Further Education Services		2.68
Availability of supervisory assistance	3.79	
Interpersonal Relations		
Lack of council support		12.50
Rapport between council and agencies	0.76	
Support of council	5.30	
Support from predecessor	0.76	
Working Conditions		
Lack of office facilities		1.79
Policies and Administrative Practices		
Problems in administration of finances		12.50
Administrative focus; not getting at community problems		0.89
Lack of coordinator orientation		3.57
Amount of time spent on job		7.14
Lack of coordinator workshops		6.25
Lack of role clarity for coordinator		4.46
Administration of salary	0.76	
Possibility of Growth		
Personal growth	0.76	
Personal Life		
Effect of job on personal and family life		8.93
Totals	14.40	79.46

satisfaction reported. Greatest dissatisfaction was indicated with the policies and administrative practices (34.81 percent of the reported dissatisfaction), salary (15.18 percent of the reported dissatisfaction), and interpersonal relations (12.50 percent of the reported dissatisfaction).

Though the job aspects identified in Sub-Problem 1.2 could not be categorized in the advancement, status, and job security variables, the results indicated that the study findings were consistent with the dual-factor theory. The motivator variables were a source of job satisfaction to a large extent and the hygiene variables a source of job dissatisfaction.

Summary

Problem 1: Overall Job Satisfaction has been examined in Section 2. It was measured from the responses to four items in Section B of the questionnaire and the open-response item in Section G where the respondents were able to personally select aspects of the job as sources of satisfaction and dissatisfaction. In addition, the job aspects identified by the respondents were regrouped as motivator and hygiene variables to determine the congruency of the results with the dual-factor theory (Hertzberg et al., 1959).

The respondents reported moderate overall job satisfaction in relation to the response categories employed in the four items measuring overall satisfaction. The greatest percentage of respondents, 97.1 percent, experienced overall satisfaction with the effectiveness of the council in meeting the adult education needs of the community. Slightly below 90 percent of the respondents indicated, in each case, overall

satisfaction with the social relationships in the work and the chance to do something that makes use of one's abilities. The smallest percentage of respondents, 89.6 percent, reported overall satisfaction with the item specifically measuring feelings towards the job in all its aspects.

Three job aspects out of a total of 17 identified by the respondents accounted for more than 60 percent of the responses indicating the aspects of the job as sources of satisfaction. The freedom and flexibility associated with the job contributed the most to overall satisfaction with over 24 percent of the responses. The aspects of the coordinators' job which provided contact with people and the sense of involvement and contribution were viewed as significant sources of satisfaction with each respectively associated with 18.94 and 18.18 percent of the total responses.

Overall job dissatisfaction was most related to the inadequate salary paid to the coordinators with over 15 percent of the responses addressing this aspect of the job. The lack of council support and the problems associated with the administration of finances were viewed as other important aspects of the job leading to job dissatisfaction. Each of these job aspects accounted for 12.50 percent of the total responses.

The findings from the regrouping of the job aspects as motivator and hygiene variables were generally consistent with the dual-factor theory of satisfaction. The job aspects as motivator variables contributed more than four times as much to overall satisfaction than dissatisfaction. The hygiene variables accounted for over 79 percent of the reported dissatisfaction in comparison with 14.40 percent of the job satisfaction, or contributed approximately five times more often to

dissatisfaction than satisfaction. The motivator variables generally behaved as satisfiers and the hygiene variables as dissatisfiers which were consistent with and supportive of the dual-factor theory as developed by Hertzberg et al. (1959).

SECTION 3

PROBLEM 2: FACET SATISFACTION AND IMPORTANCE

Section 3 provides the findings on the job facets which are identified as contributing most to job satisfaction and to job dissatisfaction. In addition, it will report on the job facets which are considered as most important to the feeling of job satisfaction.

The responses to the items contained in Section C: Working Conditions, Section D: Council-Related Matters, Section E: Further Education Services-Related Matters, and Section F: Occupation-Related Matters provided the data for the analysis of item satisfaction and importance.

Sub-Problem 2.1

"Which job facets are identified by the coordinators as contributing most to the feeling of job satisfaction?"

To facilitate the analysis of the job facets which contribute most to job satisfaction, the response categories for the 32 facet items were collapsed into a "satisfaction/dissatisfaction" scale. The determination of satisfaction to a facet item involved the collapsing of the response categories indicating slight satisfaction, moderate

satisfaction, and high satisfaction. The facet items with which at least 90 percent of the respondents indicated satisfaction are reported in Table 9. The items are ranked according to the mean satisfaction ratings obtained. The facet items associated with the four highest mean satisfaction ratings obtained involve those facets of the job that relate to the further education council. The highest mean satisfaction rating emerged from the freedom to seek out new ideas and to introduce them to the council. The relationship with members of council obtained the second highest mean satisfaction level and was associated with the highest percentage of respondents indicating satisfaction. Almost 99 percent of the respondents indicated satisfaction with this facet item. The facet items with the third and fourth highest mean satisfaction levels focused on the councils' willingness to accept coordinator-initiated innovations and the involvement of the coordinator in council decision-making.

Sub-Problem 2.2

"Which job facets are identified by the coordinators as contributing most to the feeling of job dissatisfaction?"

The assessment of the job facets which were reported to contribute the most to job dissatisfaction required the collapsing of the response categories associated with the ratings of slight dissatisfaction, moderate dissatisfaction, and high dissatisfaction. Table 10 presents the facet items with which more than 20 percent of the respondents reported dissatisfaction. The items are ranked from the highest level of dissatisfaction reported and in the ascending order of

Table 9

ITEMS FOR WHICH THE HIGHEST PERCENTAGE OF SATISFACTION WERE OBTAINED

JOB FACET ITEM	PERCENTAGE SATISFIED	MEAN
Freedom to seek out new ideas and introduce them to council	98.5	5.59*
Relationship with members of council	98.6	5.47
Willingness of council to accept coordinator-initiated innovations	94.1	5.43
Involvement in council decision-making	97.1	5.38
Responsibility associated with position	97.1	5.24
Physical working conditions	91.2	5.03
Sense of accomplishment	95.6	5.02
Accountability for success of programs	91.2	4.99

(1) * Ranked according to mean values.

(2) Items with at least 90 percent of respondents reporting satisfaction are reported.

Table 10

ITEMS FOR WHICH THE HIGHEST PERCENTAGE OF DISSATISFACTION WERE OBTAINED

JOB FACET ITEM	PERCENTAGE DISSATISFIED	MEAN
Way salary is determined	33.8	3.78*
Access to clerical personnel for assistance	29.3	3.90
Salary received	33.8	3.96
Level of resource allocations	29.4	4.08
Opportunities for professional development and inservice education	28.0	4.15
Recognition given coordinator by other professions	23.5	4.16
Community facilities for fine arts, recreation	28.0	4.18
Effect of job on personal and family life	22.1	4.40
Number of hours expected to work	25.0	4.46
Access to program facilities and equipment	20.5	4.60

(1) *Ranked according to mean values.

(2) Items with at least 20 percent of respondents reporting dissatisfaction are reported.

mean satisfaction levels. Most dissatisfaction was indicated with the way that salary is determined. The item achieved a mean satisfaction level of 3.78 and was seen by 33.8 percent of the respondents as contributing most to dissatisfaction. The second highest level of dissatisfaction was related to the access to clerical personnel to provide assistance to the coordinator. The salary received was the next item in order as contributing most to job dissatisfaction. Matters involving salary, the level and the process involved in its determination, appear to be seen as major contributors to job dissatisfaction.

Sub-Problem 2.3

"Which job facets are identified by the coordinators as being most important to the feeling of job satisfaction?"

A further analysis of the 32 facet items was undertaken to determine the importance attached to each facet item to the feeling of job satisfaction. Table 11 provides the facet items which were associated with mean importance levels greater than 4.0. This indicates that the facet items reported are, in relationship to the response categories employed, considered to be very important to the feeling of job satisfaction. According to the mean importance values obtained, the three job facets reported as being the most important to the feeling of job satisfaction were associated with council-related activities. The relationship with members of the council was considered to be the most important job facet and was accompanied with a mean importance rating of 4.43. The next most important job facet was indicated to be

Table 11

ITEMS FOR WHICH THE HIGHEST MEAN VALUES OF IMPORTANCE WERE OBTAINED

JOB FACET ITEM	MEAN
Relationship with members of council	4.43
Freedom to seek out new ideas and introduce them to council	4.34
Willingness of council to accept coordinator-initiated innovations	4.31
Sense of accomplishment	4.24
Access to program facilities and equipment	4.16
Experience with community attitudes to adult education	4.16
Level of resource allocations	4.15
Responsibility associated with position	4.13
Availability of useful advice to assist with problems	4.13
Council expectations of the coordinator	4.07
Effect of job on personal and family life	4.07
Involvement in council decision-making	4.03

Items with mean importance levels greater than 4.0 are reported.

the freedom to seek out and introduce new ideas to the council. The willingness of the council to accept coordinator-initiated innovations was reported to be the third most important job facet to the feeling of job satisfaction and was associated with a mean importance rating of 4.31.

Summary

Section 3 has provided the analysis of the data relevant to Problem 2: Facet Satisfaction and Importance. To facilitate the analysis of the 32 job facet items contained in Sections C,D,E, and F of the questionnaire in terms of the contribution of each item to feelings of job satisfaction and dissatisfaction, the response categories were collapsed into a dichotomous "satisfaction/dissatisfaction" scale. In addition, the importance of the job facets to feelings of job satisfaction was reported.

The three facet items that the respondents identified as contributing most to job satisfaction focused on the activities involving the further education council. At the same time, the respondents indicated that the three most important job facets to feelings of satisfaction were associated with council-related activities. The relationship with members of the council, the freedom to seek out and introduce new ideas to the council, and the willingness of the council to accept coordinator-initiated innovations were the job facets identified as contributing most to job satisfaction and as most important to feelings of job satisfaction.

An examination of the facet items contributing most to feelings of job dissatisfaction revealed that matters involving salary were

reported to be the sources of most dissatisfaction. The amount of salary received and the way that salary is determined were two of the three job facets indicated as contributing most to job dissatisfaction.

SECTION 4

PROBLEM 3: OVERALL JOB SATISFACTION AND COORDINATOR CHARACTERISTICS

This section of the chapter on data analysis reports on the differences between groups to the level of overall job satisfaction indicated on Item 4, Section B of the questionnaire. The investigation will examine the differences between groups categorized according to the personal-social, professional, and organizational characteristics of the respondents on overall job satisfaction.

Analysis of variance was employed to determine which groups, categorized on the basis of the coordinator characteristics, reported statistically significant overall job satisfaction. Tables 12 to 26 contain the results of the analysis of variance and are reported adjacent to the discussion of each variable.

Sub-Problem 3.1

"To what extent are differences in the level of overall job satisfaction between sub-groups of respondents associated with the personal-social characteristics: sex, age, other employment, population of community, location by region?"

Sex: Table 12. Analysis of variance indicated no significant differences between males and females on overall job satisfaction.

Table 12

ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION
AMONG COORDINATORS CLASSIFIED ON THE BASIS OF SEX

SEX	NUMBER OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	T VALUE	TWO-TAIL PROBABILITY
Female	60	4.87	1.08	65	-0.15	0.89
Male	7	4.93	0.93			

Table 13

ONE-WAY ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION AMONG COORDINATORS CLASSIFIED ACCORDING TO AGE

AGE GROUP	NUMBER OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	F	P
35 or less	36	4.93	0.88	66	0.39	0.68
36 - 45	20	4.70	1.45			
46 or greater	11	5.00	0.77			

Table 14

ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION AMONG COORDINATORS CLASSIFIED ON THE BASIS OF OTHER EMPLOYMENT HELD

OTHER EMPLOYMENT	NUMBER OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	T VALUE	TWO-TAIL PROBABILITY
Yes	27	5.11	0.75	65	1.66	0.10
No	40	4.71	1.21			

Table 15

ONE-WAY ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION AMONG COORDINATORS CLASSIFIED ACCORDING TO THE POPULATION OF THE COMMUNITY

POPULATION OF COMMUNITY	NUMBER OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	F	P
5,000 or less	29	4.78	0.96	66	1.38	0.26
5,001 - 10,000	18	4.78	1.22			
10,001 - 15,000	9	5.56	0.53			
15,001 or greater	11	4.82	1.33			

Table 16

ONE-WAY ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION AMONG COORDINATORS CLASSIFIED ACCORDING TO THE LOCATION OF COUNCIL BY REGION

REGION	NUMBER OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	F	P
Northwest	10	5.15	0.88	65	0.28	0.89
Northeast	15	4.93	1.03			
Yellowhead	12	4.83	1.03			
Central	12	4.67	1.37			
South	17	4.88	1.11			

Age: Table 13. No statistically significant differences on overall job satisfaction were determined by the analysis of variance between groups categorized by age.

Other employment: Table 14. Analysis of variance indicated no significant differences on overall job satisfaction between groups categorized on the basis of whether other employment was held.

Population of community: Table 15. With respect to the population of the community, the F value of 1.38 with an associated probability of 0.26 indicated that there were no significant differences on overall job satisfaction between the population categories employed in the study.

Location by region: Table 16. No statistically significant differences on overall job satisfaction were indicated by the analysis of variance between groups classified according to the location of the council in one of the five regions in the province.

Sub-Problem 3.2

"To what extent are differences in the level of overall job satisfaction between sub-groups of respondents associated with the professional characteristics: coordinator experience, administrative experience, level of schooling, attendance at professional development/ continuing education activities, membership and participation in community organizations?"

Coordinator experience: Table 17. Analysis of variance indicated no significant differences on overall job satisfaction between groups based on the years of experience as a coordinator.

Administrative experience: Table 18. Analysis of variance on overall job satisfaction indicated no significant differences between the means for groups categorized according to the years of administrative experience in educational settings.

Level of schooling: Table 19. With respect to the level of schooling, the F value of 2.37 with an associated probability of .08 indicated that there were no significant differences on overall job satisfaction between groups.

Attendance at professional development/continuing education activities: Table 20. No significant differences on overall job satisfaction were indicated by the analysis of variance between groups based on the number of professional development/continuing education activities attended.

Membership and participation in community organizations: Table 21. Analysis of variance indicated no significant differences on overall job satisfaction between groups classified by the number of organizations with coordinator membership and participation.

Table 17

ONE-WAY ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION AMONG COORDINATORS CLASSIFIED ACCORDING TO YEARS OF EXPERIENCE AS A COORDINATOR

YEARS AS COORDINATOR	NUMBER OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	F	P
1 or less	25	4.94	1.04	64	0.32	0.73
2 - 3	21	4.71	1.10			
4 or more	19	4.95	1.13			

Table 18

ONE-WAY ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION AMONG COORDINATORS CLASSIFIED ACCORDING TO YEARS OF ADMINISTRATIVE EXPERIENCE IN EDUCATIONAL SETTING

YEARS AS ADMINISTRATOR	NUMBERS OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	F	P
1 or less	21	4.71	1.23	66	1.06	0.37
2 - 4	22	4.84	0.92			
5 - 7	15	4.80	1.15			
8 or more	9	5.44	0.73			

Table 19

ONE-WAY ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION AMONG COORDINATORS CLASSIFIED ACCORDING TO LEVEL OF SCHOOLING

LEVEL OF SCHOOLING	NUMBER OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	F	P
Some or complete high school	20	5.30	0.80	66	2.37	0.08
Technical/vocational training	6	4.17	1.17			
Some university or college	21	4.67	1.28			
One or more degrees	20	4.88	0.89			

Table 20

ONE-WAY ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION AMONG COORDINATORS CLASSIFIED ON THE BASIS OF THE NUMBER OF PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION ACTIVITIES ATTENDED

NUMBER OF ACTIVITIES ATTENDED	NUMBER OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	F	P
0	5	5.40	1.34	67	1.69	0.16
1	11	4.59	1.16			
2	21	4.57	1.33			
3	15	4.93	0.70			
4 or more	16	5.31	0.60			

Table 21

ONE-WAY ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION AMONG COORDINATORS CLASSIFIED ON THE BASIS OF THE NUMBER OF ORGANIZATIONS WITH COORDINATOR MEMBERSHIP AND PARTICIPATION

NUMBER OF ORGANIZATIONS	NUMBER OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	F	P
1 - 3	40	4.89	1.02	66	0.66	0.52
4 - 6	21	4.76	1.26			
7 or more	6	5.33	0.52			

Sub-Problem 3.3

"To what extent are differences in the level of overall job satisfaction between sub-groups of respondents associated with the organizational characteristics: primary area of involvement, hours per week employed as a coordinator, salary level, type of designated local hosting authority?"

Primary area of involvement; hours per week on administrative activities: Table 22. There were no significant differences on overall job satisfaction determined by the analysis of variance between groups categorized by the number of hours per week devoted to the administrative functions of the job.

Primary area of involvement; hours per week on leadership activities: Table 23. With respect to the number of hours per week spent on the leadership functions of the job, no statistically significant differences were indicated by the analysis of variance between groups on overall job satisfaction.

Hours per week paid as coordinator: Table 24. Analysis of variance on overall job satisfaction indicated no significant differences between groups classified according to number of hours per week paid as coordinators.

Salary level: Table 25. No significant differences on overall job satisfaction were indicated by the analysis of variance between groups categorized on the basis of annual salary level.

Table 22

ONE-WAY ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION AMONG COORDINATORS CLASSIFIED ON THE BASIS OF THE NUMBER OF HOURS PER WEEK DEVOTED TO ADMINISTRATIVE ACTIVITIES

HOURS PER WEEK ON ADMINISTRATION	NUMBER OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	F	P
1 - 5	18	4.94	1.11	64	0.70	0.56
6 - 10	29	4.67	1.05			
11 - 15	10	5.20	0.63			
16 or more	8	4.75	1.39			

Table 23

ONE-WAY ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION AMONG COORDINATORS CLASSIFIED ON THE BASIS OF NUMBER OF HOURS PER WEEK DEVOTED TO LEADERSHIP ACTIVITIES

HOURS PER WEEK ON LEADERSHIP	NUMBER OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	F	P
1 - 5	11	5.00	0.89	66	1.41	0.25
6 - 10	17	5.12	0.78			
11 - 15	20	4.48	1.33			
16 or more	19	5.00	1.0			

Table 24

ONE-WAY ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION AMONG COORDINATORS CLASSIFIED ACCORDING TO NUMBER OF HOURS PER WEEK PAID AS A COORDINATOR

HOURS PER WEEK PAID AS COORDINATOR	NUMBER OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	F	P
10 or less	11	5.09	1.04	66	0.74	0.53
11 - 15	13	4.92	1.12			
16 - 20	26	4.67	1.24			
21 or more	17	5.12	0.70			

Table 25

ONE-WAY ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION AMONG COORDINATORS CLASSIFIED ON THE BASIS OF ANNUAL SALARY

SALARY PER YEAR	NUMBER OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	F	P
$5,000 or less	15	5.20	0.77	66	1.89	0.15
$5,001 - $10,000	46	4.70	1.15			
$10,001 or more	6	5.33	0.51			

Table 26

ANALYSIS OF VARIANCE OF OVERALL JOB SATISFACTION AMONG COORDINATORS CLASSIFIED ACCORDING TO THE TYPE OF DESIGNATED LOCAL HOSTING AUTHORITY

TYPE OF HOSTING AUTHORITY	NUMBER OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION	DEGREES OF FREEDOM	T VALUE	TWO-TAIL PROBABILITY
School authority	53	4.71	1.11	63	-3.70	0.001*
Postsecondary institution	12	5.50	0.52			

* Difference between means significant at .05 level.

Type of designated local hosting authority: Table 26. With respect to the type of designated local hosting authority, the two-tail probability of .001 of obtaining a T value of -3.70 indicated a significant difference on overall job satisfaction occurred between the means of the groups identified as school authorities or postsecondary institutions. It was revealed that the postsecondary institutions' mean score of 5.50 was significantly different than the mean score of 4.71 associated with the school authorities. This indicated that the respondents with postsecondary institutions as designated local hosting authorities were significantly more satisfied with their job in all its aspects than were the respondents with school authorities as designated local hosting authorities.

Summary

Analysis of the differences between groups on overall job satisfaction revealed that significant differences in satisfaction with the job in all its aspects were associated with only the type of designated local hosting authority. It was indicated that coordinators with school authorities as designated local hosting authorities experienced significantly less overall job satisfaction than coordinators with postsecondary institutions as designated local hosting authorities.

SECTION 5

PROBLEM 4: SATISFACTION AND JOB FACTORS

Section 5 reports on the findings of the factor analysis of the 32 job facet items. Factor analysis was undertaken for the pool of 32 items in order to reduce the number of items into fewer, more easily interpretable factors underlying the concept of job satisfaction. To determine the commonality between the job facet items, a factor analysis using varimax rotation was performed. The procedure of using weighted satisfaction measures for each job facet was adapted from Onuoha's (1980) study. This required the multiplication of the respondents' rating of satisfaction by the respondents' rating of the importance of the job facet to satisfaction.

In addition, stepwise multiple regression was applied to the data to determine which of the job factors, as predictor variables, was associated with the greatest percentage of the total variance in overall job satisfaction.

Sub-Problem 4.1

"Which job factors contribute to coordinators' overall job satisfaction?"

A factor analysis of the weighted satisfaction measures provided a seven factor solution which gave the greatest degree of meaning. Job factors were identified by the facet items which were associated with loading values of .40 or greater. The seven job factors, the percentage of the variance accounted for by each factor, and the

facet items associated with each factor with loading values of .40 or greater are reported in Table 27. The seven factor solution accounted for 67.7 percent of the total variance. One facet item, your involvement in council decision-making, loaded on three factors. It was determined that five facet items loaded on two factors and were as follows: way in which consultation with the designated local hosting authority concerning working conditions is conducted; responsibility associated with position; your accountability for success of programs; level of resource allocations; and the authority associated with the position. One facet item, council expectations of you as a coordinator, did not load at the .40 level on any of the factors.

The descriptions of the seven job factors are as follows:

Factor 1: Liaison with Council. The liaison with council refers to the interaction between the coordinator and the further education council. The responsibilities provided to and the acceptance of the capabilities of the coordinator by the council are influential to the relationship between the coordinator and the council.

Factor 2: Liaison with Further Education Services. This describes the interface between the coordinator and Further Education Services. The degree of interest and appreciation shown by central office to the difficulties encountered in the field, to a large degree, determine the reported relationship with Further Education Services.

Factor 3: Working Conditions. The working conditions for the coordinator are characterized by the salary considerations, the number of hours expected to work, and the time devoted to the operational/

Table 27

SUMMARY OF FACTORS EXTRACTED FROM FACTOR ANALYSIS

FACTOR	JOB FACET ITEMS+	LOADING	PERCENTAGE OF VARIANCE*
1. Liaison with Council	Freedom to introduce new ideas to council	.94	35.9
	Willingness of council to accept coordinator ideas	.70	
	Relationship with members of council	.60	
	Authority over budget preparation	.54	
	Sense of accomplishment	.50	
	Accountability for success of programs	.50	
	Involvement in council decision-making	.46	
	Physical working conditions	.46	
	Responsibility associated with position	.43	

Table 27 (Continued)

FACTOR	JOB FACET ITEMS	LOADING	PERCENTAGE OF VARIANCE
2. Liaison with Further Education Services	Relationships with Further Education Services	.78	8.3
	Way policies of Further Education Services are put into practice	.65	
	Level of resource allocations	.53	
	Effect of job on personal or family life	.49	
	Availability of useful advice	.47	
	Opportunities for professional development	.44	
	Authority associated with position	.40	
3. Working Conditions	Salary received	.88	7.2
	Way salary is determined	.69	
	Number of hours expected to work	.55	
	Portion of time devoted to operational duties	.53	
	Level of resource allocations	.44	

Table 27 (Continued)

FACTOR	JOB FACET ITEM	LOADING	PERCENTAGE OF VARIANCE
4. Recognition	Recognition by other professions	.76	5.1
	Social position in community	.63	
	Feeling of job security	.51	
	Recognition by others	.48	
	Consultation with designated hosting authority regarding working conditions	.45	
	Authority associated with position	.40	
5. Coordinator-Community Work Involvement	Access to program facilities and equipment	.63	4.1
	Community attitudes to adult education	.54	
	Accountability for success of programs	.52	
	Involvement in council decision-making	.45	
	Evaluation by designated hosting authority	.45	
	Sense of accomplishment	.42	

Table 27 (Continued)

FACTOR	JOB FACET ITEMS	LOADING	PERCENTAGE OF VARIANCE
6. Work Demands	Responsibility associated with position	.65	3.8
	Facilities for recreation and leisure	.60	
	Variety of tasks	.50	
	Involvement in council decision-making	.49	
7. Liaison with Designated Local Hosting Authority	Consultation with designated hosting authority regarding working conditions	.47	3.3
	Access to clerical personnel for assistance	.41	

+ Items reported are associated with loading values of .40 or greater.

* Total variance of seven factors = 67.7 percent.

administrative aspects of the job. In addition, the level of resource allocations is included in this factor to the extent that it enables the developmental work of adult education activities in the community.

Factor 4: Recognition. The recognition of the coordinator is related to and a function of the acceptance shown the coordinator. It is the status that is achieved through one's work with peers, superiors, other professions, and the community.

Factor 5: Coordinator-Community Work Involvement. This describes the interaction in the work mileau between the coordinator and the community. The fostering of a positive relationship with the community is an important aspect of the position and the degree to which it is attained is employed as a measure of success in the work. The relationship with the community is reflected by the attitudes of the community towards adult education, the accessibility to program facilities, the successful completion of courses, the involvement in council decision-making, and the sense of accomplishment felt by the coordinator.

Factor 6: Work Demands. The work demands of the coordinators' position are associated with the nature of the job that is performed. It relates to the coordinators' view of the responsibilities and the variety in task demands which characterize the position. In addition, the work demands influence concerns with respect to the availability of appropriate facilities for leisure and recreational use.

Factor 7: Liaison with Designated Local Hosting Authority. This refers to the interaction in the work environment between the coordinator and the designated local hosting authority. The relationship is influential on the working conditions for the coordinator and the availability of clerical personnel to provide assistance.

Sub-Problem 4.2

"Which job factors are the best predictors of overall job satisfaction?"

The factor analysis of the weighted satisfaction measures associated with the 32 job facet items resulted in a seven factor solution. The seven factors were identified as the Liaison with Council, Liaison with Further Education Services, Working Conditions, Recognition, Coordinator-Community Work Involvement, Work Demands, and Liaison with the Designated Local Hosting Authority. The stepwise multiple regression procedure was next employed to determine which of the seven variables would provide the best prediction of the criterion variable, overall job satisfaction. Table 28 reports on the results of the analysis through multiple regression. The table contains the criterion variable, the seven predictor variables, the significance associated with the predictor variables, and the individual and cumulative percentage of variance in overall job satisfaction accounted for by each predictor variable.

As indicated in Table 28, the best predictor of overall job satisfaction was the variable, Coordinator-Community Work Involvement. However, the percentage of variance in overall job satisfaction

Table 28

STEPWISE MULTIPLE REGRESSION USING SEVEN PREDICTOR VARIABLES WITH THE CRITERION VARIABLE OVERALL JOB SATISFACTION

CRITERION VARIABLE	PREDICTOR VARIABLES	INCREASE IN PREDICTION		PERCENTAGE OF VARIANCE	
		F	P	INDIVIDUAL	CUMULATIVE
Overall Job Satisfaction	1. Coordinator-Community Work Involvement	2.12	.15	3.11	3.11
	2. Liaison with Council	1.42	.25	1.07	4.18
	3. Liaison with Further Education Services	1.05	.38	0.52	4.70
	4. Working Conditions	0.89	.47	0.65	5.35
	5. Liaison with Designated Hosting Authority	0.75	.59	0.32	5.67
	6. Work Demands	0.63	.71	0.12	5.79
	7. Recognition	0.53	.81	0.07	5.86

accounted for by the variable was only 3.11 percent. The seven variables collectively were associated with only 5.86 percent of the variance and none were indicated to be significant predictors of overall job satisfaction. Though not significant the predictor variables, Liaison with Council and Liaison with Further Education Services, respectively accounted for 1.07 percent and 0.52 percent of the variance in overall job satisfaction.

Summary

Problem 4 related to the identification of the job factors contributing to the overall job satisfaction of the coordinators and the determination of the job factors providing the best prediction of overall job satisfaction. The factor analysis procedure provided seven job factors and were identified by the job facet items with loading values of .40 or greater. The seven factors were Liaison with Council, Liaison with Further Education Services, Working Conditions, Recognition, Coordinator-Community Work Involvement, Work Demands, and Liaison with Designated Local Hosting Authority. A stepwise multiple regression analysis indicated that the combination of the seven job factors accounted for only 5.86 percent of the variance in overall job satisfaction. The best predictor of overall job satisfaction was determined to be the factor, Coordinator-Community Work Involvement, which accounted for 3.11 percent of the variance. The analysis also revealed that none of the factors were significant predictors of overall job satisfaction.

SECTION 6

PROBLEM 5: SATISFACTION FACTORS AND COORDINATOR CHARACTERISTICS

The last section in the chapter on data analysis addresses problem statement 5 and reports on the degree to which the level of coordinator satisfaction with the job factors is associated with differences between groups categorized according to the personal-social, professional, and organizational characteristics of the coordinators. The investigation is based on the seven job factors that emerged from the factor analysis of the 32 weighted job facet items. Analysis of variance, T Test for two groups and F Test for three or more groups, was employed to compare the mean scores associated with the different groups. Significance between mean levels was established at .05 level of probability. In addition, the Scheffe procedure was used in conjunction with the F Test to determine the groups with statistically significant mean values at the .10 level.

Sub-Problem 5.1

"To what extent are differences in the level of satisfaction felt by coordinators towards job factors associated with the personal-social characteristics: sex, age, other employment, population of community, location by region?"

Table 29 reports the results of the analysis of variance between groups classified by the personal-social characteristics on satisfaction with the seven job factors.

Sex. Analysis of variance indicated no significant differences

Table 29

ANALYSIS OF VARIANCE OF SATISFACTION WITH JOB FACTORS AMONG COORDINATORS CLASSIFIED BY PERSONAL-SOCIAL CHARACTERISTICS

CHARACTERISTICS	FACTOR 1: LIAISON WITH COUNCIL		FACTOR 2: LIAISON WITH FURTHER EDUCATION SERVICES		FACTOR 3: WORKING CONDITIONS		FACTOR 4: RECOGNITION		FACTOR 5: COORDINATOR-COMMUNITY WORK INVOLVEMENT		FACTOR 6: WORK DEMANDS		FACTOR 7: LIAISON WITH DESIGNATED HOSTING AUTHORITY	
	MEAN	P	MEAN	P	MEAN	P	MEAN	P	MEAN	P	MEAN	P	MEAN	P
Sex		.30		.76		.94		.99		.68		.59		.25
Female	21.99		17.65		14.60		15.80		19.50		19.39		15.29	
Male	19.76		16.96		14.44		15.79		18.59		18.17		18.85	
Age		.93		.48		.87		.38		.96		.39		.76
35 or less	21.74		18.09		14.26		16.13		19.51		19.99		15.59	
36 - 45	22.06		16.28		15.00		14.52		19.15		17.83		15.00	
46 or greater	21.30		18.24		14.91		17.06		19.53		19.47		17.11	
Other Employment		.62		.99		.99		.91		.61		.95		.75
Yes	21.36		17.58		14.60		15.89		18.99		19.21		16.02	
No	22.03		17.57		14.58		15.75		19.69		19.30		15.41	
Population of Community		.80		.59		.15		.62		.16		.55		.76
5,000 or less	22.04		18.27		16.23		16.40		19.95		18.62		15.23	
5,001 - 10,000	20.84		16.29		12.57		14.78		18.70		18.68		14.36	
10,001 - 15,000	22.81		18.99		14.80		16.56		22.40		20.55		17.66	
15,001 or more	22.28		17.09		13.67		14.61		17.13		21.04		16.15	
Location by Region		.75		.86		.88		.70		.97		.76		.71
Northwest	20.02		18.02		15.54		15.68		19.42		18.07		17.25	
Northeast	21.67		17.99		15.60		15.35		18.96		18.21		14.33	
Yellowhead	22.43		19.27		15.07		14.48		19.94		18.72		14.64	
Central	23.01		17.15		14.85		17.53		20.32		20.50		17.31	
South	22.10		16.93		13.74		15.47		19.30		19.88		14.10	

on satisfaction with the seven job factors between males and females.

Age. No statistically significant differences on satisfaction with the job factors were determined with the analysis of variance between groups classified according to age.

Other employment. In terms of whether other employment was held, no significant differences were indicated between groups on satisfaction with the seven factors.

Population of community. Analysis of the data revealed no significant differences between groups of respondents classified on the basis of the population of their communities on satisfaction with the job factors.

Location by region. No statistically significant differences on satisfaction with the job factors were indicated by the analysis of variance between groups classified according to the location by region of the council.

Sub-Problem 5.2

"To what extent are differences in the level of satisfaction felt by coordinators towards job factors associated with the professional characteristics: coordinator experience, administrative experience, level of schooling, attendance at professional development/ continuing education activities, membership and participation in community organizations?"

The results of the analysis of variance between groups classified according to the professional characteristics on satisfaction with the job factors are provided in Table 30.

Coordinator experience. Analysis of variance indicated no significant differences on satisfaction with the seven job factors between groups classified by the years of experience as a coordinator.

Administrative experience in an educational setting. Statistically significant differences were found for one of the seven job factors between groups categorized on the basis of the years of administrative experience in educational settings. The data provided in Table 30 indicates that with a probability level of .05 respondents with one year or less administrative experience were significantly more satisfied with Working Conditions than were respondents with five to seven years of administrative experience in educational settings.

Level of schooling. There were no significant differences on satisfaction with the job factors between groups classified according to the highest level of schooling attained.

Attendance at professional development/continuing education activities. Analysis of data indicated that no significant differences existed on satisfaction with the job factors between groups classified by the number of professional development/continuing education activities attended in the previous year.

Table 30

ANALYSIS OF VARIANCE OF SATISFACTION WITH JOB FACTORS AMONG COORDINATORS CLASSIFIED BY PROFESSIONAL CHARACTERISTICS

CHARACTERISTICS	FACTOR 1: LIAISON WITH COUNCIL		FACTOR 2: LIAISON WITH FURTHER EDUCATION SERVICES		FACTOR 3: WORKING CONDITIONS		FACTOR 4: RECOGNITION		FACTOR 5: COORDINATOR-COMMUNITY WORK INVOLVEMENT		FACTOR 6: WORK DEMANDS		FACTOR 7: LIAISON WITH DESIGNATED HOSTING AUTHORITY	
	MEAN	P	MEAN	P	MEAN	P	MEAN	P	MEAN	P	MEAN	P	MEAN	P
Years Coordinator Experience		.89		.59		.49		.62		.72		.42		.16
1 or less	21.27		18.28		15.21		16.10		19.34		18.14		14.69	
2 - 3	21.87		16.54		15.08		14.80		19.92		19.71		14.19	
4 or more	22.01		17.85		13.38		16.28		18.49		20.32		18.51	
Years Administrator Experience		.95		.21		.05*		.63		.82		.69		.92
1 or less	22.27		19.29		16.77+		16.76		19.64		18.72		15.55	
2 - 4	21.71		16.29		14.53		15.23		19.14		18.71		15.27	
5 - 7	21.44		16.18		11.71+		14.81		18.65		19.71		16.85	
8 or more	21.23		19.05		14.42		16.62		20.78		21.11		14.88	
Level of Schooling		.06		.63		.88		.63		.26		.06		.87
High school	22.23		18.93		15.00		16.88		20.07		19.26		15.98	
Technical/vocational	19.19		16.35		15.70		13.90		15.50		15.79		14.08	
Some university	23.89		17.32		14.54		15.42		20.32		21.63		16.48	
1 or more degrees	19.82		16.85		13.90		15.70		18.95		17.82		14.95	

Table 30 (Continued)

CHARACTERISTICS	FACTOR 1: LIAISON WITH COUNCIL		FACTOR 2: LIAISON WITH FURTHER EDUCATION SERVICES		FACTOR 3: WORKING CONDITIONS		FACTOR 4: RECOGNITION		FACTOR 5: COORDINATOR-COMMUNITY WORK INVOLVEMENT		FACTOR 6: WORK DEMANDS		FACTOR 7: LIAISON WITH DESIGNATED HOSTING AUTHORITY	
	MEAN	P	MEAN	P	MEAN	P	MEAN	P	MEAN	P	MEAN	P	MEAN	P
Number of Professional Development Activities Attended		.50		.24		.28		.13		.22		.08		.57
0	22.74		21.62		18.92		18.70		24.01		24.10		21.25	
1	20.41		16.42		13.66		14.90		18.42		16.47		15.06	
2	22.53		18.65		15.49		17.51		19.67		20.17		15.27	
3	20.27		15.61		13.13		13.62		17.68		17.96		14.93	
4	23.05		17.96		14.38		15.17		20.08		19.73		14.89	
Number of Community Organizations as Member		.56		.36		.90		.17		.76		.03*		.02*
1 - 3	21.49		17.31		14.93		15.28		19.63		19.03		14.22+	
4 - 6	22.71		19.07		14.71		17.38		19.42		21.09+		19.23+	
7 or more	20.38		15.71		13.88		13.43		17.83		14.62+		11.58+	

* Significant differences between mean levels at .05 level.

+ Groups with significant differences.

Membership and participation in community organizations. With respect to the number of community organizations with coordinator membership and participation, two job factors were found on which there were statistically significant differences between the means of the groups. An examination of Table 30 indicated that significant differences between groups were found for Work Demands and Liaison with Designated Local Hosting Authority. The job factor, Work Demands, was associated with a significant probability level of .03. An inspection of the mean scores revealed that the mean of respondents who indicated membership and participation in four to six community organizations was significantly higher than the mean for respondents with membership and participation in seven or more community organizations. Thus, coordinators with membership and participation in four to six community organizations were more satisfied with Work Demands than were coordinators with membership and participation in seven or more community organizations.

However, with Liaison with Designated Local Hosting Authority which was associated with a probability level of .02, an examination of the means of the groups indicated that the mean level for the group with membership and participation in four to six organizations was significantly different to the mean scores with the groups indicating one to three and seven or more organizations. Therefore, coordinators with membership in and commitment to four to six community organizations were significantly more satisfied with Liaison with Designated Local Hosting Authority than were the groups associated with one to three and seven or more community organizations.

Sub-Problem 5.3

"To what extent are differences in the level of satisfaction felt by coordinators towards job factors associated with the organizational characteristics: primary area of involvement, hours per week employed as a coordinator, salary level, type of designated local hosting authority?"

Table 31 reports the results of the analysis of variance between groups classified according to the organizational characteristics on satisfaction with the seven job factors.

Primary area of involvement; hours per week on administrative activities. Analysis of variance between groups categorized on the basis of hours per week devoted to administrative tasks revealed no significant differences on satisfaction with the job factors.

Primary area of involvement; hours per week on leadership activities. There were no significant differences on satisfaction with the job factors between groups classified according to the hours per week devoted to leadership tasks.

Hours per week paid as coordinator. With respect to the hours per week paid as coordinator, no statistically significant differences were found by the analysis of variance between groups on satisfaction with the job factors.

Salary level. Analysis of data revealed no significant differences on satisfaction with the job factors between groups classified on

Table 31

ANALYSIS OF VARIANCE OF SATISFACTION WITH JOB FACTORS AMONG COORDINATORS CLASSIFIED BY ORGANIZATIONAL CHARACTERISTICS

CHARACTERISTICS	FACTOR 1: LIAISON WITH COUNCIL		FACTOR 2: LIAISON WITH FURTHER EDUCATION SERVICES		FACTOR 3: WORKING CONDITIONS		FACTOR 4: RECOGNITION		FACTOR 5: COORDINATOR-COMMUNITY WORK INVOLVEMENT		FACTOR 6: WORK DEMANDS		FACTOR 7: LIAISON WITH DESIGNATED HOSTING AUTHORITY	
	MEAN	P	MEAN	P	MEAN	P	MEAN	P	MEAN	P	MEAN	P	MEAN	P
Hours per Week for Administration		.34		.54		.95		.36		.08		.16		.25
1 - 5	21.31		18.35		14.96		16.58		19.70		20.08		16.05	
6 - 10	21.09		16.77		14.29		14.88		17.86		17.76		14.40	
11 - 15	24.02		19.33		14.92		14.69		20.98		21.77		13.02	
16 or more	23.18		16.83		13.92		17.88		22.54		19.31		19.62	
Hours per Week for Leadership		.09		.68		.73		.82		.45		.22		.55
1 - 5	23.21		19.34		16.47		16.55		20.65		21.20		15.36	
6 - 10	20.40		16.71		14.31		15.90		19.14		18.26		16.75	
11 - 15	21.00		18.07		14.71		15.06		18.40		18.23		13.70	
16 or more	24.02		17.81		14.37		16.46		20.85		20.86		16.90	
Hours per Week as Coordinator		.76		.85		.94		.79		.68		.80		.92
10 or less	20.91		16.36		14.41		14.71		20.25		19.36		14.36	
11 - 15	21.17		17.88		15.50		16.12		17.92		18.09		16.46	
16 - 20	22.39		18.02		14.59		16.42		20.02		19.75		15.68	
21 or more	22.64		18.21		14.31		15.25		19.55		19.98		15.19	
Annual Salary		.77		.51		.56		.53		.49		.94		.88
$5,000 or less	22.55		19.10		15.85		14.85		20.91		19.38		16.05	
$5,001 - $10,000	21.62		17.11		14.33		16.29		19.00		19.13		15.37	
$10,001 or more	20.87		17.34		13.43		14.45		18.73		19.95		16.91	
Type of Designated Local Hosting Authority		.77		.49		.23		.42		.32		.77		.21
School authority	21.63		17.25		14.31		15.55		19.08		19.06		14.92	
Postsecondary institution	22.15		19.04		16.42		16.92		20.87		19.58		18.00	

the basis of annual salary.

Type of designated local hosting authority. Two groups were formed comprising those respondents who indicated their designated local hosting authority to be a school authority or a postsecondary institution authority. Analysis of variance between the two groups revealed no significant differences on satisfaction with the seven job factors.

Summary

Section 6 of the data analysis chapter examined the extent to which the level of coordinator satisfaction with the job factors was associated with the differences between groups formed on the basis of the personal-social, professional, and organizational characteristics of the coordinators. The seven job factors, determined through the factor analysis of the 32 weighted job facet items, were identified as Liaison with Council, Liaison with Further Education Services, Working Conditions, Recognition, Coordinator-Community Work Involvement, Work Demands, and Liaison with Designated Local Hosting Authority. The analysis of variance procedure was employed to test the significance of observed mean differences between groups on satisfaction with the job factors.

On the personal-social characteristics of the coordinators, the analysis of variance procedure revealed no significant differences on satisfaction with the job factors between groups associated with the five variables in this category. That is, in terms of sex, age, whether other employment was held, population of community, and location by region it was concluded that there were no significant differences on

satisfaction with the seven job factors between groups.

With respect to the professional characteristics of the coordinators, it was found that significant differences on satisfaction existed with Working Conditions, Work Demands, and Liaison with Designated Local Hosting Authority. The differences on satisfaction with Working Conditions were determined to be related to the years of administrative experience in educational settings. It was found that the group of coordinators with a year or less of administrative experience was more satisfied with this factor than was the group with five to seven years of administrative experience in educational settings. The variable, number of community organizations with coordinator membership and participation, was indicated to be associated with the differences on satisfaction with Work Demands and Liaison with Designated Local Hosting Authority. The group of coordinators with membership and participation in four to six community organizations was significantly more satisfied with Work Demands than the group with attachments to seven or more community organizations. The group comprised of coordinators with membership and participation in four to six community organizations was also more satisfied with Liaison with Designated Local Hosting Authority. In this case, the group was more satisfied with the factor than the other two groups associated with one to three and seven or more community organizations. There were no significant differences on satisfaction with the job factors between groups classified by the professional variables: years of coordinator experience, level of schooling, and number of professional development/continuing education activities attended.

There were no significant differences on satisfaction with the

seven job factors found between groups associated with the organizational characteristics of the coordinators. Thus, there were no significant differences in the level of satisfaction to the factors related to the hours per week spent on administrative tasks, the hours per week devoted to the leadership tasks, the hours per week employed as a coordinator, the annual salary, and the type of designated local hosting authority.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The final chapter contains a summary of the study relative to its purpose, instrumentation and research methodology, and major findings. In addition, the conclusions which emerged from the study findings and the implications of the study are provided.

SUMMARY

Purpose

The purpose of the study was to examine the extent to which further education coordinators in Alberta experienced job satisfaction. The intent, in this regard, was to investigate the overall job satisfaction of the coordinators and to identify the facets of the job that contributed to job satisfaction and dissatisfaction. In addition, the importance of the job facets to job satisfaction was also assessed. The measurement of overall job satisfaction included an open-response questionnaire item which provided the respondents the opportunity to personally identify aspects of the job contributing to overall job satisfaction and dissatisfaction. The results of the content analysis were examined in relation to an existing theoretical framework for job satisfaction. A further objective of the study was to investigate the relationships among overall job satisfaction, satisfaction with groups of job facets, and the individual characteristics of the respondents.

A review of the literature revealed that much of the research in job satisfaction focused on workers from industrial, business, and educational (elementary and secondary) environments. Aside from some research activity in the study of job satisfaction with personnel from postsecondary institutions, there was revealed to be a notable lack of relevant research with adult educators. Given the phenomenal growth of adult education as a field of practice and the general paucity of research in the field, it was deemed relevant and appropriate to study the further education coordinators.

Instrumentation

The questionnaire, Sources of Job Satisfaction for Further Education Coordinators, was used for the collection of data and was developed with adaptations to instrumentation employed in previous research by Holdaway (1978) and Rice (1978). They respectively examined the job satisfaction of school teachers and school principals in Alberta. The following briefly describes the format of the questionnaire.

Section A sought demographic data relevant to the personal-social, professional, and organizational characteristics of the coordinators: sex, age, other employment, population of community, location by region, coordinator experience, administrative experience, level of schooling, attendance at professional development/continuing education activities, membership and participation in community organization, primary area of involvement, hours per week employed as coordinator, salary level, and type of designated local hosting authority.

Section B sought to determine the level of overall job satisfaction experienced by the coordinators through the rating of four items.

Sections C, D, E, and F were designed to elicit ratings of satisfaction and importance to the 32 job facet items which were considered to be characteristic of the coordinators' position.

Section G sought the respondents' own view with respect to the aspects of the job judged as contributing to overall job satisfaction and dissatisfaction.

Research Methodology

The questionnaire was pilot tested with a group of further education coordinators and reviewed by graduate students in educational administration as well as a former manager with Alberta Advanced Education and Manpower. The instrument, with appropriate revisions, was mailed to 74 coordinators in the province with stamped and self-addressed return envelopes. The names and addresses of the coordinators were obtained from Further Education Services, Alberta Advanced Education and Manpower. Sixty-five returns were received with one unuseable, representing a useable return rate of 86.49 percent.

Data Analysis

Appropriate statistical tests were required to determine the level of satisfaction and the differences between groups based on the demographic variables on the satisfaction ratings. Statistical procedures were used to determine frequency and percentage distributions of responses, mean scores, standard deviations, analysis of variance,

and probability. Analysis of variance was employed to indicate significant differences in the mean levels between groups. The Scheffe multiple comparison of means analysis was used to identify the groups with significantly different mean levels and employed where the previously determined F value indicated significance at the .05 level of probability. Factor analysis was used to determine common themes in the responses to the job facet items. The multiple regression analysis was employed to identify which predictor variable would provide the best prediction of the criterion variable, overall job satisfaction.

Review of Findings

The findings from each of the five problems investigated in the study are summarized in the following section.

Problem 1: Overall Job Satisfaction

Sub-Problem 1.1. To what extent do further education coordinators experience overall job satisfaction?

Four items were employed to measure the overall job satisfaction of the respondents. The percentage of respondents who indicated satisfaction with the four items ranged from 89.6 percent to 97.1 percent. The obtained mean scores associated with each of the items indicated that the respondents were moderately satisfied with the job in all its aspects. The overall rating was determined in relationship with the response categories associated with the four items.

Sub-Problem 1.2. Which job aspects are selected by coordinators as contributing the most as sources of overall job satisfaction and dissatisfaction?

Section G of the questionnaire provided the opportunity for respondents to personally identify aspects of the job that contributed to overall job satisfaction and dissatisfaction.

The respondents identified 17 job aspects as contributing to overall satisfaction, however, three of these job aspects were found to represent over 61 percent of the total number of responses. The three most frequently mentioned job aspects contributing to overall satisfaction were: freedom associated with the job (24.24 percent of responses), contact with people (18.94 percent of responses), and sense of involvement and contribution (18.18 percent of responses).

Twenty job aspects were identified as contributing to overall job dissatisfaction. The four most commonly identified job aspects contributing to overall dissatisfaction were as follows: inadequate salary (15.18 percent of responses), lack of council support (12.50 percent of responses), problems in the administration of finances (12.50 percent of responses), and effect of job on personal and family life (8.93 percent of responses).

Sub-Problem 1.3. To what extent are the findings for overall satisfaction and dissatisfaction with the job aspects consistent with the dual-factor theory of satisfaction developed by Hertzberg, Mausner, and Synderman (1959)?

To facilitate the comparison of the study results with the dual-factor theory of satisfaction, the open-response answers were regrouped as motivator and hygiene variables. It was revealed that the job aspects as motivator variables contributed more to overall job satisfaction than dissatisfaction, and as hygiene variables contributed more to overall job dissatisfaction than satisfaction. The results were found to be generally consistent with the dual-factor theory of satisfaction as developed by Hertzberg and associates (1959).

It was also observed that in terms of the motivator and hygiene variables, the respondents experienced most satisfaction with the recognition and responsibilities associated with the job. Dissatisfaction was most related to policies and administrative practices, salary, and interpersonal relations.

Problem 2: Facet Satisfaction and Importance

Sub-Problem 2.1. Which job facets are identified by the coordinators as contributing most to the feeling of job satisfaction?

Over 90 percent of the respondents reported satisfaction with eight facet items. The four items with which the respondents indicated the most satisfaction were associated with the council. Ranked according to the mean scores obtained, the respondents were most satisfied with: the freedom to seek out new ideas and introduce them to the council, the relationship with members of the council, the willingness of the council to accept coordinator-initiated innovations, and the involvement in council decision-making.

Sub-Problem 2.2. Which job facets are identified by the coordinators as contributing most to the feeling of job dissatisfaction?

Over 20 percent of the respondents indicated dissatisfaction on ten items. Ranked according to the mean scores, the four items that were associated with the greatest dissatisfaction were: the way salary is determined, the access to clerical personnel for assistance, the salary received, and the level of resource allocations.

Sub-Problem 2.3. Which job facets are identified by the coordinators as being most important to the feeling of job satisfaction?

In relation to the response categories employed in the study, 12 job facet items were indicated to be "Very Important" to job satisfaction. The four job facets reported as most important to job satisfaction were: the relationship with members of the council, the freedom to seek out new ideas and introduce them to the council, the willingness of the council to accept coordinator-initiated innovations, and the sense of accomplishment.

Problem 3: Overall Job Satisfaction and Coordinator Characteristics

Sub-Problem 3.1. To what extent are differences in the level of overall job satisfaction between sub-groups of respondents associated with the personal-social characteristics: sex, age, other employment, population of community, location by region?

There were no significant differences on overall job satisfaction

determined by the analysis of variance between groups categorized on the basis of the personal-social characteristics of the coordinators.

Sub-Problem 3.2. To what extent are differences in the level of overall job satisfaction between sub-groups of respondents associated with the professional characteristics: coordinator experience, administrative experience, level of schooling, attendance at professional development/continuing education activities, membership and participation in community organizations?

No significant differences on overall job satisfaction were indicated between groups of respondents classified according to the professional characteristics.

Sub-Problem 3.3. To what extent are differences in the level of overall job satisfaction between sub-groups of respondents associated with the organizational characteristics: primary area of involvement, hours per week employed as a coordinator, salary level, type of designated local hosting authority?

One variable, type of designated local hosting authority, was found to have significant differences between groups on overall job satisfaction. It was revealed that respondents from councils with postsecondary institutions as designated local hosting authorities experienced significantly greater overall job satisfaction than respondents from councils with school authorities as designated local hosting authorities.

Problem 4: Satisfaction and Job Factors

Sub-Problem 4.1. Which job factors contribute to coordinators' overall job satisfaction?

The factor analysis procedure applied to the 32 job facet items resulted in a seven factor solution which accounted for 67.7 percent of the total variance in overall job satisfaction. The seven factors were identified as: Liaison with Council, Liaison with Further Education Services, Working Conditions, Recognition, Coordinator-Community Work Involvement, Work Demands, and Liaison with Designated Local Hosting Authority.

Sub-Problem 4.2. Which job factors are the best predictors of overall job satisfaction?

The stepwise multiple regression analysis revealed that the factor Coordinator-Community Work Involvement provided the best prediction of the criterion variable, overall job satisfaction. However, it was associated with only 3.11 percent of the variance in overall job satisfaction. The analysis further indicated that the seven predictor variables accounted for only 5.86 percent of the variance, and that none of the factors were significant predictor variables of overall job satisfaction.

Problem 5: Satisfaction Factors and Coordinator Characteristics

Sub-Problem 5.1. To what extent are differences in the level of satisfaction felt by coordinators towards job factors associated with

the personal-social characteristics: sex, age, other employment, population of community, location by region?

No significant differences on satisfaction with the job factors were indicated between groups of respondents categorized on the basis of the personal-social characteristics.

Sub-Problem 5.2. To what extent are differences in the level of satisfaction felt by coordinators towards job factors associated with the professional characteristics: coordinator experience, administrative experience, level of schooling, attendance at professional development/ continuing education activities, membership and participation in community organizations?

With respect to the professional characteristics, significant differences were indicated between groups on satisfaction with three job factors. Respondents with one year or less of administrative experience in educational settings were more satisfied with Working Conditions than were respondents with five to seven years of administrative experience. The group of respondents with membership and participation in four to six community organizations was found to be significantly more satisfied than their colleagues in one or both of the other groups on Work Demands and Liaison with Designated Local Hosting Authority. The group with membership in four to six organizations was more satisfied with Work Demands than the group with membership in seven or more organizations. With an associated probability of .02, it was revealed that the group with membership in four to six organizations

was significantly more satisfied with Liaison with Designated Local Hosting Authority than the other groups of respondents with membership in one to three and seven or more community organizations.

Sub-Problem 5.3. To what extent are differences in the level of satisfaction felt by coordinators towards job factors associated with the organizational characteristics: primary area of involvement, hours per week employed as a coordinator, salary level, type of designated local hosting authority?

There were no significant differences between groups classified according to the organizational characteristics on satisfaction with the job factors.

CONCLUSIONS

Relevance of the Study Findings to the Literature on Satisfaction

A discussion of the study findings with reference to the literature on job satisfaction reviewed in Chapter II is provided in the following section.

Overall Satisfaction

The responses to the four items designed to measure the overall job satisfaction of the respondents generally indicated moderate satisfaction with the job in all its aspects. An examination of the mean scores associated with the items on the social relationships (lower order needs) and the use of abilities (higher order needs)

indicated that greater satisfaction and needs fulfillment were derived from the lower order needs. This supports Maslow's (1970) contentions with respect to the prepotency of the lower order needs in the needs hierarchy. However, this may also suggest that the job is less fulfilling in terms of the higher order needs.

The study findings on the free-response answers, to a large extent, were consistent with the dual-factor theory of satisfaction developed by Hertzberg et al. (1959). The following are comments with respect to this relationship.

(1) The responses regrouped as motivator variables generally contributed to overall job satisfaction and the responses regrouped as hygiene variables contributed to job dissatisfaction.

(2) Most satisfaction was gained from the recognition and responsibility aspects of the job. At the same time, no responses could be placed with Hertzberg's advancement motivator variable. This may be due to the nature of the position and the assumption that advancement is not possible under any circumstances. Some discrepancy was noted with the variable on work itself which was, to a degree, indicated to be a source of dissatisfaction.

(3) Overall dissatisfaction was most related to the policies and administrative practices, salary matters, and interpersonal relations. Responses could not be categorized under the status and job security variables, presumably due to the part-time nature of the position.

(4) The content of the job was revealed as a major source of satisfaction and the context of the job as a source of dissatisfaction. The independence of the job characteristics in relation to job satisfaction and dissatisfaction was supported by Friedlander (1964).

Similarly, the study findings would appear to refute the conclusion brought forward by Ewen (1964) and Burke (1966) that the motivator/hygiene dichotomy does not exist.

Facet Satisfaction and Importance

A wide variation in the satisfaction with the 32 job facet items was indicated, even though the respondents reported to be moderately satisfied with the job in all its aspects. Over 90 percent of the respondents indicated satisfaction on eight items but, at the same time, 20 percent of the respondents reported dissatisfaction on 10 items.

In relationship with the motivator/hygiene variables, of the eight items with which satisfaction was most associated two were judged hygiene variables. They were the relationship with members of the council and physical working conditions. With respect to the 10 items most associated with dissatisfaction, two items were considered as motivator variables. The recognition given the coordinator by other professions and the access to program facilities were viewed by the respondents as dissatisfiers.

Of the 12 job facets the respondents indicated to be most important to job satisfaction, eight were identified as related to the content of the job. It is perhaps notable that the same three facet items which were associated with the most satisfaction were also rated as most important to job satisfaction. Though some may suggest that importance is implied in the rating of satisfaction, Lawler (1973:77) asserted that "a strong argument can be made for weighting the scores according to their importance".

Factor Satisfaction

A factor analysis of the 32 job facet items resulted in a seven factor solution to the understanding of coordinator satisfaction. The factors identified the interaction of the coordinators with the community, the council, Further Education Services, and the designated local hosting authority. In addition, they addressed the working conditions, the recognition associated with the position, and the nature of the work that is performed. Of the seven factors, six were judged to be related to job content and one to the context of the job.

Satisfaction and Coordinator Characteristics

Sex. Male respondents reported slightly more overall job satisfaction than the females in this study, but the differences were not significant. Though the findings are supportive of Hulin and Smith's (1964) assertion that women experience less job satisfaction than men, the relatively small number of male respondents in this study must be taken into consideration. With regards to a statement made by Centers and Bugental (1966) that women expressed greater satisfaction than men on relationships with co-workers, the study findings revealed that female respondents were more satisfied with the relationships with members of the council than were the males, however the differences were not significant.

Age. The study reported a nonlinear relationship between age and satisfaction. The oldest group was more satisfied than the middle-aged group but the youngest group was more satisfied than the middle-aged group. The differences, however, were not significant.

The study findings did not support the views of Porter and Steers (1973) who implied a positive relationship between age and satisfaction.

Other employment. Respondents with other employment experienced more overall job satisfaction than respondents who did not, however the differences were not significant.

Population of community. Respondents from larger communities (10,001 or greater) experienced greater overall job satisfaction than did respondents from smaller communities. This may be associated with the accessibility to cultural and recreational facilities. The related item loaded with the factor Work Demands, to which respondents from the larger communities expressed greater satisfaction. However, these differences were not significant.

Location by region. This variable was not associated with any significant differences on the satisfaction of coordinators. There appeared to be little variation in levels of satisfaction with respect to location by region.

Coordinator experience. There was no significant relationship drawn between satisfaction and the years of coordinator experience. The finding that coordinators with a year or less of experience were equally as satisfied as the other groups, did not support Solmon and Tierney's (1977) predictions that greater satisfaction would result from increasing years of service. It was also observed that well over a third of the respondents had been in the position for a year or less,

indicating a substantial turnover rate.

Administrative experience. Respondents with a year or less of administrative experience in educational settings were more satisfied with Working Conditions than were the other groups. This may be due to the less experienced having fewer expectations particularly with respect to salary matters and consequently experiencing greater satisfaction with this aspect of the job. However, there was a general trend for overall job satisfaction to increase with incremental increases in administrative experience, though these differences were not significant.

Level of schooling. There were no significant differences between groups evident for any of the aspects of the job on this variable. Although the differences in levels of satisfaction were not significant, the group of respondents with some or complete high school experienced greater overall job satisfaction than did the other groups.

Number of professional development/continuing education activities attended. No significant differences were indicated between groups of respondents on overall satisfaction or satisfaction with aspects of the job on this variable. However, overall satisfaction was noted to generally increase with the greater number of activities attended.

Number of community organizations. Differences between groups on this variable were indicated for two aspects of the job. Respondents who were involved with seven or more community organizations were less

satisfied with Work Demands than the other groups of respondents with fewer commitments. The degree of involvement with community organizations at this level may be in conflict with the responsibilities and the variety of task expectations associated with the position, leading to reduced satisfaction to this aspect of the job. On those activities involving interaction with the designated local hosting authority, the same group of respondents committed to seven or more organizations was less satisfied than the other less involved groups. Given their assigned responsibilities, designated local hosting authorities are significantly involved in the determination of the working conditions and of the access to clerical personnel to provide assistance. As such, they are viewed as greatly influencing the degree of involvement with and the number of memberships held in community organizations. At the other extreme, the group of respondents with membership and participation in a relatively small number of community organizations was less satisfied with the activities associated with the designated local hosting authority than was the group with a middle range of organizational commitments. Community participation is an essential element of the position and the degree to which it is attained, as seen by the designated local hosting authority, may be measured by the number of commitments to community organizations. Reduced satisfaction on those activities associated with the hosting authority may be attributable to the hosting authorities' assessment of the coordinators' relationship with the community through the commitments to community organizations.

Primary area of involvement. There were no significant

differences indicated between groups of respondents on overall satisfaction or satisfaction with aspects of the job on the time devoted to the administrative and leadership task requirements. It was observed that less than 30 percent of the respondents worked 11 or more hours per week on administrative activities but that almost 60 percent of the respondents devoted 11 or more hours per week to the leadership tasks.

Hours per week as coordinator. This variable was not associated with any significant differences between groups of respondents on overall satisfaction or satisfaction with aspects of the job.

Annual salary. Significant differences between groups of respondents were not evident on overall satisfaction or satisfaction with the job factors with respect to annual salary. It was revealed, however, that the respondents reported salary matters as highly dissatisfying facets of the job. In this regard, the concerns of the respondents with respect to the range of pay and pay negotiations were supportive of the views of Opsahl and Dunnette (1974) who concluded that these matters contributed to negative job attitudes.

Type of designated local hosting authority. The group of respondents associated with postsecondary institutions as hosting authorities experienced more overall job satisfaction than did the group with school authorities as hosting authorities. It should be taken into consideration, however, that the number of respondents connected with postsecondary institutions was relatively small. The significance may be associated with the postsecondary institutions' understood role and

mandate in regards to the provision of adult education, relative to the role of school authorities in primary and secondary education. Given these relationships, the postsecondary institution may be more supportive of the adult education endeavors of the coordinator.

IMPLICATIONS

Implications for Administration

In view of the study findings, the following implications and recommendations are pertinent to administrators at local and provincial levels who liaise closely with the coordinators. It may be useful to reemphasize that the job satisfaction of the coordinators was most associated with the content of the job, and job dissatisfaction with the context of the job. The following statements are intended to address areas of reported dissatisfaction and the areas of the job where satisfaction may be enhanced.

(1) Attempts should be made to reduce the dissatisfaction with salary matters. Though the salary received was revealed as a major area of concern, there was considerable dissatisfaction with the process of salary negotiations. Further Education Services ought to consider the initiation of formal mechanisms to maximize the input and participation of the coordinators in salary discussions.

(2) Greater participation by the coordinators in the review of the administrative policies and procedures should be considered. The examination should focus on the questions of budgetary flexibility and the administrative procedures required in the allocation of resources. The process may not facilitate change as much as foster better

understanding and commitment to the administrative requirements.

(3) A clarification of the respective roles of the further education coordinator and further education council in the delivery of community programming should be undertaken. Concerns were expressed that member agencies of the council were not assuming their programming responsibilities and expected the coordinator to initiate programs on their behalf. Closer liaison and interaction with member agencies of the council should be considered with respect to this issue.

(4) The role of the coordinator should be defined with more precision. The tasks, goals, and objectives should be clearly articulated particularly as they relate to the council, the designated local hosting authority, Further Education Services, and the community they serve. It is believed that the clarification of the coordinators' role would also serve to reduce reported dissatisfaction with: the impact of the job on the coordinators' personal and family life, the amount of time spent on operational activities as course registration, and community attitudes with respect to program implementation and policies.

(5) The respective roles of the further education council and the designated local hosting authority should also be examined in their responsibilities for the provision and administration of adult education. The study findings revealed that council-related matters were most important to coordinator satisfaction, yet the open-response answers indicated that the lack of council support was an area of substantial dissatisfaction.

(6) The provision for clerical assistance should be examined. This recommendation must be considered in its attempts to enhance the satisfaction of the coordinators through allowing them more time to do

what is most satisfying to them. Coordinators experience most job satisfaction with the recognition and the responsibilities associated with the provision of adult education services to the community.

(7) Attempts should be made to increase budget allocations for the administrative and program grant support areas to more adequately serve community adult education needs.

(8) Opportunities for professional development/inservice education/ orientation activities for coordinators should be expanded. Ongoing liaison with the coordinators in regards to the identification of needs for these activities should be established.

(9) Given significant differences in satisfaction levels, there should be further examination of:

(a) the reason that postsecondary institutions facilitated greater overall job satisfaction than did school authorities in their roles as designated local hosting authorities.

(b) the reason that coordinators with high levels of involvement with community organizations (7 or more) were less satisfied with the nature of the work and interactions with designated local hosting authorities. A better understanding should also be sought in regards to the dissatisfaction experienced by coordinators who had low levels of organizational commitments with those activities associated with designated hosting authorities.

(c) the reason that coordinators with greater administrative experience in educational settings were less satisfied with the working conditions.

(10) The provision of additional responsibilities in the leadership

tasks associated with the job would enhance job satisfaction and fulfill the satisfaction of the higher order needs.

Implications for Further Research

(1) This study examined a very specific population of adult educators in the growing field of adult education. A similar study could be considered to examine the satisfaction of other groups in community/ adult education to facilitate comparison.

(2) Further research initiatives might focus on:

(a) the reasons for and the consequences of coordinator satisfaction and dissatisfaction.

(b) the relationship of job attitudes to coordinator effectiveness in the performance of the job.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE

SOURCES OF JOB SATISFACTION

FOR FURTHER EDUCATION COORDINATORS

Please answer all questions by circling the number on the right of the most appropriate response or by providing a written answer where required.

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SECTION A: PERSONAL DATA

1. Which of the following best describes the population of the community in which your council is located? 4

5,000 or less	1
5,001 - 10,000	2
10,001 - 15,000	3
15,001 - 20,000	4
20,001 or more	5

2. In which region of the province (as designated for Further Education Regional Meetings) is your council located? 5

Northwest	1
Northeast	2
Yellowhead	3
Central	4
South	5

3. How many hours per week of your employment time as a coordinator are spent on administrative activities (ie. bookkeeping, processing of F.E.P.S. grant forms) and leadership activities (ie. planning, coordination, needs identification)? Please check one (✓) in each of the 2 columns. 6, 7

	Administration	Leadership
1. Nil		
2. 1 to 5		
3. 6 to 10		
4. 11 to 15		
5. 16 to 20		
6. 21 or more		

4. Which of the following best describes the total number of hours per week that you are paid as a coordinator? 8

5 or less	1
6 to 10	2
11 to 15	3
16 to 20	4
21 or more	5

___ Coding to determine returns only.
To be destroyed to ensure anonymity.

5. Which of the following best describes your present annual salary as a coordinator?

$5,000 or less	1	9
$5,001 to $10,000	2	
$10,001 to $15,000	3	
$15,001 to $20,000	4	
$20,001 or more	5	

6. Do you have a paid job other than that of further education coordinator at the present time?

Yes	1	10
No	2	

7. Which of the following best describes the designated local hosting authority of your council?

A school authority	1	11
A postsecondary institution	2	
Other (specify) _____	3	

8. How many years of experience do you have as a coordinator?

1 or less	1	12
2 - 3	2	
4 - 5	3	
6 or more	4	

9. How many years of administrative experience do you have in an educational setting?

1 or less	1	13
2 - 4	2	
5 - 7	3	
8 - 10	4	
11 or more	5	

10. Which of the following best describes your highest level of schooling?

Some high school	1	14
High school completed	2	
Technical/vocational training	3	
Some university or college	4	
University degree	5	
Graduate (Masters/Doctorate) degree	6	

11. Your sex is:

Female	1	15
Male	2	

12. Your age is:

25 or less	1	16
26 - 35	2	
36 - 45	3	
46 - 55	4	
56 or greater	5	

13. How many professional development/continuing education activities (ie. personal growth, career advancement, inservice) have you attended within the past year?

0	1	17
1	2	
2	3	
3	4	
4 or more	5	

14. To how many organizations do you belong that require a few hours or more per month of your time? (ie. lodges, service clubs, labor unions, church or synagogue, community associations, professional associations, sports and athletic groups, political groups, social groups etc.)

0	1	18
1 - 3	2	
4 - 6	3	
7 - 9	4	
10 or more	5	

SECTION B: OVERALL SATISFACTION

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Rate your degree of satisfaction.

CIRCLE the selected number.

To what extent are you satisfied with the following?

	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	No opinion	
1. The effectiveness of your council in meeting the adult education needs in your community (compared with other councils known to you).	6	5	4	3	2	1	0	19
2. Social relationships in your work.	6	5	4	3	2	1	0	20
3. The chance to do something that makes use of your abilities.	6	5	4	3	2	1	0	21
4. Your overall satisfaction with your job.	6	5	4	3	2	1	0	22

Do you have any comments on the above matters?
If so, please write them here.

SECTION C:
WORKING CONDITIONS

Rate your degree of satisfaction with each of the items on the first scale and rate the importance of each item to your job on the second scale.

CIRCLE the selected numbers.

	Satisfaction							Importance						Official Use Only
	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	No opinion	Extremely important	Very important	Moderately important	Slightly important	Not important	No opinion	C C
1. The salary you receive.	6	5	4	3	2	1	0	5	4	3	2	1	0	23, 24
2. The way in which your salary is determined.	6	5	4	3	2	1	0	5	4	3	2	1	0	25, 26
3. The number of hours you are expected to work.	6	5	4	3	2	1	0	5	4	3	2	1	0	27, 28
4. Your feeling of job security.	6	5	4	3	2	1	0	5	4	3	2	1	0	29, 30
5. The portion of your time devoted to operational duties. (ie. clerical, bookkeeping)	6	5	4	3	2	1	0	5	4	3	2	1	0	31, 32
6. Your physical working conditions.	6	5	4	3	2	1	0	5	4	3	2	1	0	33, 34
7. The way in which consultation between the designated hosting authority and yourself concerning working conditions is conducted.	6	5	4	3	2	1	0	5	4	3	2	1	0	35, 36
SECTION D: **COUNCIL-RELATED MATTERS**														
8. Your freedom to seek out new ideas and introduce them to your council.	6	5	4	3	2	1	0	5	4	3	2	1	0	37, 38
9. Willingness of the council to accept coordinator-initiated innovations.	6	5	4	3	2	1	0	5	4	3	2	1	0	39, 40

Do you have any comments on the above matters?
If so, please write them here.

CIRCLE the selected numbers.

	Satisfaction							Importance						
	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	No opinion	Extremely important	Very important	Moderately important	Slightly important	Not important	No opinion	
10. Responsibility associated with the coordinator's position.	6	5	4	3	2	1	0	5	4	3	2	1	0	41, 42
11. Your involvement in decision-making in your council.	6	5	4	3	2	1	0	5	4	3	2	1	0	43, 44
12. Your relationship with the members of your council.	6	5	4	3	2	1	0	5	4	3	2	1	0	45, 46
13. Your access to program facilities and equipment.	6	5	4	3	2	1	0	5	4	3	2	1	0	47, 48
14. Your authority over budget preparation.	6	5	4	3	2	1	0	5	4	3	2	1	0	49, 50
15. Your accountability for success of further education programs.	6	5	4	3	2	1	0	5	4	3	2	1	0	51, 52
16. Your access to clerical personnel to assist you.	6	5	4	3	2	1	0	5	4	3	2	1	0	53, 54
17. Council expectations of you as a coordinator.	6	5	4	3	2	1	0	5	4	3	2	1	0	55, 56
18. Your evaluation by the designated local hosting authority.	6	5	4	3	2	1	0	5	4	3	2	1	0	57, 58

Do you have any comments on the above matters?
If so, please write them here.

SECTION E:
FURTHER EDUCATION SERVICES RELATED MATTERS

CIRCLE the selected numbers.

	Satisfaction							Importance						Official Use Only
	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	No opinion	Extremely important	Very important	Moderately important	Slightly important	Not important	No opinion	C C
19. Your relationships with Further Education Services.	6	5	4	3	2	1	0	5	4	3	2	1	0	59, 60
20. Your opportunities for professional development and inservice education.	6	5	4	3	2	1	0	5	4	3	2	1	0	61, 62
21. The level of resource allocations. (ie. program and administrative grant support)	6	5	4	3	2	1	0	5	4	3	2	1	0	63, 64
22. The availability of useful advice to assist you with problems you encounter.	6	5	4	3	2	1	0	5	4	3	2	1	0	65, 66
23. The way policies of Further Education Services are put into practice.	6	5	4	3	2	1	0	5	4	3	2	1	0	67, 68
SECTION F: **OCCUPATION-RELATED MATTERS**														- - 2 C C
24. Your experience with the attitudes of the people in your community towards adult education.	6	5	4	3	2	1	0	5	4	3	2	1	0	4, 5
25. Your sense of accomplishment as an administrator.	6	5	4	3	2	1	0	5	4	3	2	1	0	6, 7

Do you have any comments on the above matters?
If so, please write them here.

CIRCLE the selected numbers.	Satisfaction: Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	No opinion	Importance: Extremely important	Very important	Moderately important	Slightly important	Not important	No opinion	
26. Recognition by others of your work.	6	5	4	3	2	1	0	5	4	3	2	1	0	8, 9
27. Your social position in the community.	6	5	4	3	2	1	0	5	4	3	2	1	0	10, 11
28. The amount of recognition given the coordinator by members of other professions.	6	5	4	3	2	1	0	5	4	3	2	1	0	12, 13
29. The variety of tasks you work on as part of your regular duties.	6	5	4	3	2	1	0	5	4	3	2	1	0	14, 15
30. The authority associated with the coordinator's position.	6	5	4	3	2	1	0	5	4	3	2	1	0	16, 17
31. The effect of the job on your personal or family life.	6	5	4	3	2	1	0	5	4	3	2	1	0	18, 19
32. The availability of facilities in your community for recreation, fine arts, etc. (for yourself, not for programming)	6	5	4	3	2	1	0	5	4	3	2	1	0	20, 21

Do you have any comments on the above matters?
If so, please write them here.

SECTION G: SOURCES OF JOB ATTITUDES

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Which two factors contribute most to your overall satisfaction with your position as coordinator?

1. _____ 22, 23

2. _____ 24, 25

Which two factors contribute most to your overall dissatisfaction with your position as coordinator?

1. _____ 26, 27

2. _____ 28, 29

THANK YOU FOR YOUR COOPERATION

Kindly return immediately after completion.

APPENDIX B

LETTERS OF TRANSMITTAL

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

November 8, 1982

Please find enclosed a questionnaire designed to determine possible sources of job satisfaction and/or dissatisfaction for Further Education Coordinators. It is hoped that the findings of this study will enhance the awareness and understanding of those factors which may influence the job satisfaction of coordinators.

This study, with the approval of Further Education Services, Department of Advanced Education and Manpower, is being conducted as partial requirement for my Masters of Education in Educational Administration. Although there are many demands of your time, I am asking that you spend about 30 minutes to complete the enclosed questionnaire.

The data will be grouped to ensure anonymity and confidentiality. The numbering code is being used solely for the purpose of recording questionnaire returns thereby reducing the prohibitive costs of sending follow-up letters to all coordinators. I can assure you that the list will be destroyed when the questionnaires are returned in order to protect the anonymity of individual respondents.

I would appreciate receiving your completed questionnaire in the enclosed addressed and postage paid envelope by Nov. 29, 1982.

Thank you for your assistance and cooperation.

Yours sincerely,

F.T. Sonoda
Department of Educational Administration
University of Alberta

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

November 29, 1982

Several weeks ago a questionnaire, Sources of Job Satisfaction for Further Education Coordinators, was mailed to you. While I am pleased with the initial response, it is important to the study that as many coordinators as possible complete and return the questionnaire. It would be greatly appreciated if you could arrange about 30 minutes of your busy schedule to complete the questionnaire. For your convenience, I have enclosed another questionnaire with a stamped, self-addressed envelope.

The numbering code is used solely for the purpose of recording questionnaire returns. All data will be grouped and will be treated anonymously.

Please complete and return the questionnaire by December 14, 1982.

If you have already completed and returned the questionnaire, please accept my thanks for your cooperation and assistance.

Yours sincerely,

F.T. Sonoda
Department of Educational
Administration
University of Alberta

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